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GENERAL REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR

1893-94.

CALCUTTA:
PRINTED AT THE BENGAL SECRETARIAT PRESS.
1894.

Price Rs. 2.

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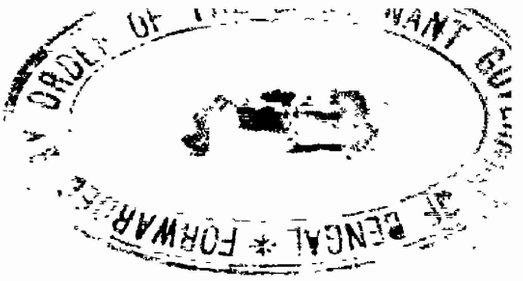
GENERAL REPORT



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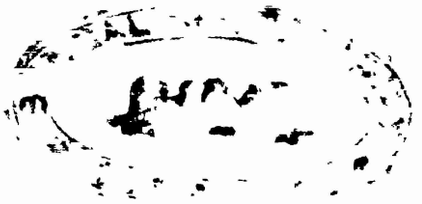

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1893-94.

I.—GENERAL SUMMARY.

In accordance with the orders of Government that details should be discussed only in alternate years, the present report is somewhat longer than its predecessor, which, however, was exhaustive enough in certain respects, inasmuch as Dr. C. A. Martin thought it advisable to deal with some portions of it at full length.

2. The following statement summarises the statistics of all classes of educational institutions for the past two years:—

Class of Institutions.	1892-93.		1893-94.		Average number of pupils.	
	Schools.	Pupils.	Schools.	Pupils.	1893.	1894.
Public Institutions—						
University ... Colleges	33	5,443	36	6,240	165	173
Secondary ... High English schools ...	365	78,312	372	77,747	214	209
Secondary ... Middle do. do. ...	858	60,039	882	61,662	70	69·9
Secondary ... Do. vernacular do. ...	1,130	63,398	1,143	62,804	56	54·9
Primary ... Upper primary do. ...	3,704	139,954	3,771	141,806	37	37
Primary ... Lower do. do. ...	43,829	983,271	44,020	988,745	22	22
Special (including Madrassas and Institutions for professional training)	356	9,401	349	9,722	26	27
Female	2,856	60,249	3,042	65,011	21	21
Total ...	53,131	1,400,067	53,615	1,413,737	...	...
Private Institutions—						
(1) Advanced, teaching—						
(a) Arabic or Persian	1,217	14,812	1,225	14,688	12	11·9
(b) Sanskrit	1,796	17,915	1,916	18,615	10	9
(2) Elementary, teaching a vernacular only or mainly—						
(a) With 10 pupils and upwards ...	622	9,447	649	9,402	15	14
(b) With less than 10 pupils ...	4,262	24,877	4,250	24,828	6	5·8
(3) Elementary, teaching the Koran only ...	5,219	63,659	5,251	64,551	12	12
(4) Other schools not conforming to the departmental standards	357	4,279	311	3,446	12	11
Total ...	13,473	134,989	13,602	135,530	...	...
Grand Total ...	66,604	1,535,056	67,217	1,549,267	...	...

There is a total gain of 613 institutions and of 14,211 pupils.

Public institutions increased by 484, and the number of pupils attending them by 13,670. All classes of public institutions, except high English, middle

GENERAL SUMMARY

vernacular and special schools, gained both in number and in strength. The number of special schools declined by seven, though the pupils attending them increased by 321; while in high English and middle vernacular chools, in spite of a slight increase in the number of institutions, the attendance fell off by 565 and 594 respectively.

Private institutions show an advance, except in the case of elementary schools with less than 10 pupils and "other" schools. The number of institutions teaching Arabic, Persian, and Sanskrit, especially the last named, shows a considerable increase. There was also an increase in the number of pupils attending these institutions.

3. The following statement shows the comparative increase and decrease in institutions of all classes and in their pupils during the last ten years:—

In	1885	there was	a gain of	2,384	schools and	a gain of	77,571	pupils.
But in	1886	,,	a loss of	15,108	,,	,, loss of	112,151	,,
In	1887	,,	,,	191	,,	but a gain of	4,073	,,
Again in	1888	,,	a gain of	6,140	,,	and a ,,	90,843	,,
,,	1889	,,	,,	1,146	,,	,, ,,	29,205	,,
,,	1890	,,	,,	1,657	,,	,, ,,	9,773	,,
But in	1891	,,	a loss of	335	,,	,, loss of	22,980	,,
Again in	1892	,,	a gain of	1,874	,,	,, gain of	63,022	,,
But in	1893	,,	a loss of	1,220	,,	,, ,,	3,091	,,
Again in	1894	,,	a gain of	613	,,	,, ,,	14,211	,,

The net result during the past decade has been a loss of 3,040 schools and a gain of 156,658 pupils. The weaker schools have died out in the struggle for existence, and there has been a large increase in the attendance of those that have survived.

4. The population of Bengal, excluding Kuch Bihar, Hill Tippera, and the Tributary States of Chota Nagpur, of which the schools are not included in our returns, is 73,043,697, of whom 36,412,749 are males and 36,630,948 females. This gives, at the usual rate of 15 per cent., 5,461,912 male children and 5,494,642 female children of a school-going age. Of the scholars in our returns 1,444,421 are boys and 104,846 girls. Hence of all boys of a school-going age 26·4 per cent., and of all girls of a school-going age 1·9 per cent., are at school. The percentages in the preceding year were 26·2 and 1·9 respectively.

5. The following table classifies the colleges and schools according to their management:—

	1893.		1894.	
	Schools.	Pupils.	Schools	Pupils.
PUBLIC INSTITUTIONS—				
Under public management—				
Managed by Government	363	24,713	364	24,875
Ditto by District or Municipal Boards	212	13,583	216	13,801
Under private management—				
Aided by Government or by District or Municipal Boards	41,122	1,114,900	41,401	1,125,122
Unaided	11,434	246,871	11,634	249,939
Total ...	53,131	1,400,067	53,615	1,413 737
PRIVATE INSTITUTIONS—				
Of indigenous instruction	13,743	134,989	13,602	135,530
GRAND TOTAL ...	66,604	1,535,056	67,217	1,549,267

Schools managed by Government increased by one, and those managed by District or Municipal Boards by four. Aided schools under private management increased by 279, while unaided schools increased by 200. Indigenous nstitutions increased by 129. Detailed explanation of the increase or decrease n each case will be furnished in the different sections of this report.

6. The following statement shows that the actual receipts during the year on account of Government institutions fell short of the estimates by Rs. 19,281 :—

HEAD OF RECEIPT.	Budget estimate for 1893-94.	Actuals as given by the Accountant-General, Bengal, for 1893-94.	REMARKS.
1	2	3	4
	Rs.	Rs.	
FEES—			
Government Colleges, general	1,62,000	1,67,510	
Ditto ditto, professional	32,000	38,176	
Ditto schools, general	3,20,000	3,01,093	
Ditto ditto, special	20,000	17,426	
Total fees ...	5,34,000	5,24,205	
CONTRIBUTIONS—			
From Native States and private persons ...	10,000	3,181	
„ Municipalities	7,000	5,094	
Land endowments	5,000	8,750	
Total contributions ...	22,000	17,025	
MISCELLANEOUS	15,000	11,817	
INTEREST ON GOVERNMENT SECURITIES ...	14,000	12,672	
Total ...	5,85,000	5,65,719	

In fees the actual receipts fell short of the estimates by Rs. 9,795; contributions from Native States and private persons by Rs. 6,819; municipal contributions by Rs. 1,906; and miscellaneous items and interest on Government securities by Rs. 3,183 and Rs. 1,328 respectively. On the other hand, the revenue from land exceeded the estimates by Rs. 3,750.

7. The subjoined statement compares the departmental expenditure for the year with the budget provision, the figures for each being furnished by the Accountant-General. They include only those amounts that have been paid from Government treasuries on account of education :—

BUDGET HEAD.	Sanctioned estimates for 1893-94.	Actuals, Accountant-General, Bengal's figures for 1893-94.	REMARKS.
1	2	3	4
	Rs.	Rs.	
1. Direction	63,000	64,884	
2. Inspection	3,55,000	3,55,088	
3. Government Colleges, general	5,20,000	5,17,710	
4. Ditto ditto, professional ...	1,21,000	1,22,554	
5. Ditto schools, general	5,45,000	5,39,579	
6. Ditto ditto, special	1,45,000	1,51,936	
7. Grants-in-aid (including primary schools) ...	5,89,000	5,72,951	
8. Scholarships	1,93,000	1,94,441	
9. Miscellaneous	40,000	47,396	
10. Refunds	2,000	5,568	
Total ...	25,73,000	25,72,107	
Less receipts, including interest	5,85,000	5,65,719	
	19,88,000	20,06,388	

The net expenditure exceeded the estimates by Rs. 18,388, owing to short receipts as explained above. The gross expenditure, however, fell just short of the sanctioned estimates, with a difference of Rs. 893 only, savings under certain heads having neutralised increased charges under other heads. An

GENERAL SUMMARY.

explanation of the difference under each head is given in the following summary:—

(1). DIRECTION.—The excess expenditure of Rs. 1,884 is due to the payment of exchange compensation allowance, for which no provision was made in the budget for 1893-94.

(2). INSPECTION.—The excess under this head is very small and needs no explanation.

(3). GOVERNMENT COLLEGES, GENERAL.—The saving of Rs. 2,290 under this head, against the increase for exchange compensation allowance, is owing to Mr. Pedler's services having been temporarily placed at the disposal of the Revenue and Agricultural Department.

(4). GOVERNMENT COLLEGES, PROFESSIONAL.—The excess of Rs. 1,554 is due to the payment of exchange compensation allowance.

(5). GOVERNMENT SCHOOLS, GENERAL.—The saving of Rs. 15,421 under this head arises from the fact that the sum of Rs. 28,676, sanctioned for expenditure from the surplus balances of net-grant schools, was not wholly spent.

(6). GOVERNMENT SCHOOLS, SPECIAL.—The excess of Rs 6,936 is owing partly to the increase of the field allowance of the Dacca Survey School, to the appointment of a second additional teacher in the Patna Survey School, and to the payment of the exchange compensation allowance of the Superintendent of the Calcutta School of Art, but chiefly to the fact that the "probable savings," anticipated and deducted under this head in the estimates, and amounting to Rs. 14,499, could not be fully realised.

(7). GRANTS-IN-AID.—The saving of Rs. 16,049 under this head is the result of increased contributions made by municipalities on account of primary education, enabling the Department to reduce the grants made from Provincial revenues for primary schools in municipal areas. Grants-in-aid proper exceeded the estimate for the year by Rs. 12,118, while the primary grant fell short of it by Rs. 28,167.

(8). SCHOLARSHIPS.—The excess of Rs. 1,441 is chiefly owing to the sanction of a grant of Rs. 707 on account of scholarships in European schools. It was anticipated that this amount could be met from savings, but no savings were effected.

(9). MISCELLANEOUS.—The excess expenditure of Rs. 7,396 is mainly due to the sanction of a grant of Rs. 1,200, at the rate of Rs. 100 a month, for the Society for the Higher Training of Young Men, and of Rs. 3,013 for the purchase of a copy of the Tengyur, a Tibetan work of 225 volumes, for use in the compilation of the Tibetan-Sanskrit Dictionary.

(10). Under Refunds the actual expenditure was Rs. 5,568, Rs. 2,000 having been estimated by the Accountant-General.

8. The following table compares the expenditure for the last two years as taken from the departmental returns. The class of instruction, and not the budget head of expenditure, is here made the basis of classification:—

HEAD OF CHARGE.	1892-93.				1893-94.			
	Expenditure from Provincial revenues.	Expenditure from District funds.	Expenditure from Municipal funds.	Total expenditure.	Expenditure from Provincial revenues.	Expenditure from District funds.	Expenditure from Municipal funds.	Total expenditure.
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	...	...	..	2,09,119	...	..	...	1,39,716
Collegiate	2,79,570		.	6,95,839	2,87,669	.	53	7,19,354
Secondary	3,88,883	2,27,000	37,000	31,74,810	4,04,397	2,23,409	29,970	32,35,131
Primary	1,46,924	4,02,000	24,000	26,07,854	1,47,226	4,38,877	41,419	26,58,233
Female	1,59,189	29,000	11,000	8,83,086	1,64,386	31,628	11,452	8,24,838
Special	4,65,113	11,000	1,000	6,91,469	4,83,298	19,974	1,155	7,22,897
Scholarships	1,87,714	24,000	..	2,34,117	1,74,871	25,354	532	2,26,171
Buildings	2,85,854	3,000	6,000	3,22,798	1,95,404	3,044	4,251	2,26,078
Furniture	9,542	4,000		15,079	4,702	2,646	335	10,250
Miscellaneous	50,660	63,000	5,000	1,51,551	55,547	63,266	6,327	1,58,579
Superintendence .	4,14,477	2,30,000	1,000	6,40,987	4,17,678	2,30,362	2,452	6,54,210
Total ...	23,87,906	9,93,190	85,361	96,45,408	23,33,178	10,38,560	97,926	95,75,457

The total expenditure during the year under report shows a nominal decrease of Rs. 69,951; the actual expenditure having, however, been remarkably constant in the two years compared. The expenditure from Provincial revenues decreased by Rs. 54,728, while that from District funds increased by Rs. 45,370

and from Municipal funds by Rs. 12,565, the net result being a small increase of expenditure (Rs. 3,207) from public sources. The expenditure from private sources fell off from Rs. 61,78,951 to Rs. 61,05,793, or by Rs. 73,158, of which no less a sum than Rs. 69,403 is due to the diminished income of the University. In the preceding year the charges for 15 months had, owing to an alteration in the financial year, been returned by the University, including the payment for two sets of examinations. The entries for 1893-94 are those of a normal year. Excluding this item, there is a decrease of Rs. 3,755 in the expenditure on education from private sources; and the actual change in the total expenditure on education is a decrease of Rs. 548 only.

The total expenditure on colleges increased by Rs. 23,575; Rs. 8,099 from Provincial revenues, and the remainder from private sources.

The total expenditure on secondary education shows an increase of Rs. 60,321. The expenditure from Provincial revenues increased by Rs. 15,514, while that from District funds decreased by Rs. 3,721 and from Municipal funds by Rs. 6,834. The expenditure from private sources increased by Rs. 54,362.

The total expenditure on primary education increased by Rs. 50,380. There is little change in the Provincial expenditure. The expenditure from District funds rose by Rs. 36,611, and that from Municipal funds by Rs. 17,839. The expenditure from private sources increased by Rs. 4,372.

The total expenditure on female education decreased by Rs. 58,248, in spite of slightly increased contributions from public funds.

Special instruction shows an increase of Rs. 31,428 in the total expenditure. The expenditure from Provincial revenues increased by Rs. 18,185, from District funds by Rs. 8,974, and from Municipal funds by Rs. 155.

The total expenditure on buildings decreased by Rs. 1,06,720. The expenditure from Provincial revenues decreased by Rs. 92,450. In the previous year the new building for the School of Art and Art Gallery claimed Rs. 1,20,000, and there were heavy charges in the Presidency College, the Civil Engineering College, and elsewhere. In 1893-94 the chief outlay was the completion of the Presidency College laboratory, Rs. 34,142; its fittings, Rs. 43,905; repairs of school buildings, Rs. 17,366; and partial restoration of the old Art School building, together with compensation and rent, Rs. 12,333. Under Furniture there has been a decrease, and under Miscellaneous expenditure some increase of charge.

The cost of superintendence shows a small increase, which is shared by all public funds.

Further details respecting these variations of expenditure will be found in the separate sections of this report.

9. The following table summarises the statistics of attendance and expenditure in all classes of public schools for native boys; schools for Europeans, which are far more expensive institutions, being separately dealt with in a subsequent section:—

Class of Schools.	Number of schools.	Average roll-number throughout the year.	Average daily attendance	Percentage of attendance on roll-number.	Average yearly cost of each pupil. To public funds.	Average yearly cost of each pupil. Total.	Percentage of public fund expenditure to total cost.
1	2	3	4	5	6	7	8
					Rs. A. P.	Rs A. P.	
High English schools for boys—							
Under public management ...	48	271	215	79 3	12 9 5	35 11 4	35·2
Ditto by District and Municipal Boards.	9	259	195	75 2	3 14 4	23 8 7	16·5
Under private management—							
Aided by Government, or by District or Municipal Boards.	168	150	112	74·6	9 9 0	19 3 2	18·1
Unaided	136	247	189	76 5	...	17 15 3	...
Total High English schools ...	361	207	157	75·8	...	...	...

GENERAL SUMMARY.

Class of Schools.	Number of schools.	Average roll-number throughout the year.	Average daily attendance.	Percentage of attendance on roll-number.	Average yearly cost of each pupil. To public funds.	Average yearly cost of each pupil. Total.	Percentage of public fund cost to total cost.
1	2	3	4	5	6	7	8
					Rs. A. P.	Rs. A. P.	
Middle English schools—							
Under public management—							
Managed by Government ...	4	166	137	83·7	9 8 2	18 7 3	51·6
Ditto by District and Municipal Boards.	18	80	61	76·2	4 8 1	11 4 9	39·8
Under private management—							
Aided by Government or by District or Municipal Boards.	626	67	52	77·6	3 9 10	12 8 6	28·8
Unaided	221	59	45	76·2	...	7 13 11	...
Total Middle English schools ...	869	66	51	77·2	...	...	...
Middle Vernacular schools—							
Under public management—							
Managed by Government ...	33	76	55	72·3	5 0 2	9 0 7	55·4
Ditto by District or Municipal Boards.	151	52	42	80·7	4 10 2	8 2 4	56·9
Under private management—							
Aided by Government or by District or Municipal Boards.	808	50	38	76·	2 13 1	7 12 5	36·2
Unaided	151	52	40	76·9	...	5 6 1	...
Total Middle Vernacular schools ...	1,143	51	40	78·4	...	...	...
Upper Primary schools—							
Under public management—							
Managed by Government ...	10	26	15	57·6	6 4 0	6 4 0	100·
Ditto by District or Municipal Boards.	10	33	24	72·7	3 6 10	3 14 2	88·3
Under private management—							
Aided by Government; or by District or Municipal Boards.	3,522	35	27	77·1	1 7 7	3 9 0	41·4
Unaided	221	30	24	80·	...	3 0 8	...
Total Upper Primary schools ...	3,763	35·	27	77·1	...	...	...
Lower Primary schools—							
Under public management ...							
Ditto by District or Municipal Boards.	10	26	13	50·	3 0 5	3 0 5	100·
	12	36	28	77·7	2 1 3	3 2 4	66·1
Under private management—							
Aided by Government, or by District or Municipal Boards.	33,563	22	18	81·8	0 9 5	2 8 0	23·5
Unaided	10,435	14	12	85·7	...	2 1 11	...
Total Lower Primary schools ...	44,020	20	16	80·	...	...	...

The average strength of a high English school is 207, of a middle English 66, of a middle vernacular 51, of an upper primary 35, and of a lower primary school 20, the average roll-number through the year being taken. It may be noted here that a lower primary school has generally one teacher, an upper primary one or two teachers, a middle vernacular two to four, and a middle English school three to five teachers, while high English schools have generally 8 to 12 teachers, and in some cases more.

GENERAL SUMMARY.

10. The subjoined statement shows the proportion of boys actually at school in the different districts, compared with the number of boys of school-going age, taken at the usual rate of 15 per cent. of the male population:—

Position, 1892-93.	Position, 1893-94.	District.	Male population.	Number of boys of school-going age.	Number of boys at school.		Percentage of boys at school to boys of school-going age.	
					Year 1892-93.	Year 1893-94.	Year 1892-93.	Year 1893-94.
1	2	3	4	5	6	7	8	9
1	1	Hooghly ...	259,139	79,370	50,641	47,536	63·8	59·9
2	2	Noakhali ...	508,727	76,309	47,569	45,475	62·3	59·5
3	3	Howrah ...	364,890	54,738	31,190	29,866	56·9	54·5
8	4	Chittagong ...	615,868	92,380	43,441	49,420	47	53·5
5	5	Midnapore ...	1,308,100	196,215	101,932	101,585	51·9	51·8
4	6	Tippera ...	911,799	136,770	76,318	66,360	55·8	48 5
10	7	Bankura ...	525,941	78,891	34,288	36,751	43·4	46·6
7	8	Calcutta ...	446,746	67,011	31,948	30,585	47·6	45·6
6	9	Balasore ...	481,638	72,245	34,836	32,642	48·2	45·1
11	10	24-Parganas ...	989,278	148,392	63,276	65,007	42·6	43·8
9	11	Burdwan ...	682,872	102,430	45,048	44,765	43·9	43·7
12	12	Backergunge ...	1,104,443	165,666	70,030	75,494	42·2	45·5
13	13	Birbhum ...	389,639	58,445	23,113	24,360	39·5	41·6
14	14	Dacca ...	1,200,583	180,087	70,627	73,106	39 2	40·5
17	15	Singhbhum ...	271,417	40,712	13,737	15,040	33	36·9
15	16	Khulna ...	617,981	92,697	35,693	32,094	38·5	34·6
16	17	Cuttack ...	940,557	141,083	47,712	48,085	33·8	34·0
18	18	Patna ...	865,732	129,859	41,450	41,217	31·9	31·7
19	19	Puri ...	474,530	71,179	19,854	20,159	27·8	28·3
20	20	Faridpur ...	893,091	133,963	34,751	31,350	25·9	23·4
21	21	Murshidabad ...	605,665	90,849	21,935	22,387	24·1	24·7
23	22	Nadia ...	802,147	120,322	26,422	24,554	21·9	20·4
22	23	Jessore ...	941,334	141,200	31,690	28,125	22·4	19·9
28	24	Bogra ...	418,916	62,837	10,868	12,183	17·2	19·4
26	25	Pabna ...	677,911	101,686	18,375	18,857	18	18·5
27	26	Mymensingh ...	1,788,616	268,292	46,685	45,628	17·4	17·0
25	27	Dinajpur ...	812,047	121,807	22,052	21,115	18·1	17·3
24	28	Malda ...	399,917	59,987	11,015	10,373	18·	17·0
*	29	Angul ...	85,768	12,865	...	2,165	...	16·8
30	30	Gaya ...	1,045,011	156,751	24,896	25,911	15·9	16·5
29	31	Manbhum ...	539,199	88,980	14,671	14,552	16·4	16 3
30	32	Hazaribagh ...	566,964	85,044	13,513	13,845	15·8	16·2
34	33	Champaran ...	936,135	140,420	21,564	22,513	15·3	16·0
30	34	Monghyr ...	987,072	148,060	23,501	24,850	15·	16·0
33	35	Darjeeling ...	123,046	18,456	2,845	2,918	15·4	15·8
35	36	Lohardaga ...	551,873	82,780	11,439	13,034	13·8	15·7
40	37	Jalpaiguri ...	364,659	54,698	7,153	8,292	13	15·1
39	38	Saran ...	1,133,926	170,088	22,595	24,726	13·3	14·5
36	39	Rangpur ...	1,061,812	159,271	21,693	22,984	13·6	14·4
37	40	Sonthal Parganas ...	870,567	130,585	17,756	18,480	13·	14·0
38	41	Rajshahi ...	654,338	98,150	13,222	12,925	13·4	13·2
42	42	Darbhanga ...	1,370,985	205,647	24,322	26,856	11·8	13·0
45	43	Bhagalpur ...	1,004,865	150,730	16,295	19,755	10	13·0
43	44	Muzaffarpur ...	1,305,374	195,806	22,890	25,312	11·7	12 9
44	45	Shahabad ...	990,799	148,619	16,645	18,228	11·2	12·2
41	46	Orissa Tributary Mahals ...	849,450	127,407	17,076	15,288	12·2	11·9
45	47	Purnea ...	993,496	149,024	15,055	16,092	10	10·0
47	48	Palamau ...	294,320	44,148	3,812	4,223	8·6	9·5
48	49	Chittagong Hill Tracts ...	59,566	8,935	687	569	7·6	6·3
		Total ...	36,412,749	5,461,912	1,418,129	1,487,129	25·9	27·1

* A new district.

There has been no change of position among the first three districts in the foregoing table. Tippera has gone down from the 4th to the 6th place, while Chittagong has risen from the 8th to the 4th, Midnapore retaining the 5th place in the list. Most districts occupy very nearly their old positions, with slight changes up or down. There are two districts with less than 10 per cent. of their boys at school, namely, Palamau and the Chittagong Hill Tracts. The increased educational assignments lately proposed for the former will, it may be hoped, raise the percentage of its male pupils in future years. The newly constituted district of Angul occupies a fairly high position in the list.

11. The classification of pupils according to their progress in all schools of general instruction is shown in the following table. The *high stage* includes

GENERAL SUMMARY.

pupils in the first two classes of a high school; the *middle stage* includes pupils in the lower classes of these schools and in the higher classes of middle schools, down to the point which marks the limits of primary education; the *upper primary stage* includes the higher section, and the *lower primary* the lower section, of primary schools or classes; these last again being subdivided into those that read printed books and those that are below that stage:—

ASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE.			MIDDLE STAGE.			UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE. Reading printed books.			LOWER PRIMARY STAGE. Not reading printed books.			TOTAL.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
English	387	79,463	26,828	167	26,995	22,078	470	22,548	17,313	371	17,684	11,121	412	11,533	441	198	639	77,781	1,618	(a) 79,399
le ,, ...	907	63,875	4	.	4	10,662	377	11,039	17,507	490	17,997	29,074	655	30,629	3,592	614	4,206	61,739	2,136	63,875
vernacular ...	1,169	64,446	19	4	23	9,619	65	9,684	15,200	240	15,446	31,595	1,212	32,807	5,964	522	6,486	62,397	2,049	64,446
r primary	3,979	150,436	..	...	...	665	17	682	21,936	1,013	22,949	90,501	7,336	97,837	25,499	8,469	28,968	138,601	11,835	150,436
r ,,	46,788	1,039,555	...	..	..	16	2	18	2,986	337	3,323	651,389	45,794	697,183	306,603	32,428	339,031	960,994	78,561	1,039,555
for secondary primary schools 1893-94	53,230	1,397,775	26,851	171	27,022	43,040	931	43,971	74,942	2,457	77,399	814,580	55,409	869,989	342,009	37,231	379,330	1,301,512	96,199	(a) 1,397,711
itto for 1892-93	52,742	1,385,228	26,946	215	(b) 27,161	43,526	921	44,447	75,150	2,288	77,638	755,182	52,279	847,461	351,693	36,588	388,281	1,292,697	92,291	1,384,988

(a) Excluding 64 boys of the Armenian College whose return of classification has not been received.
(b) Exclusive of 235 European scholars not returned.

The pupils in the high stage decreased by 139, in the middle stage by 476, and in the upper primary stage by 239 pupils. The number using printed books increased by 22,528, and those in the lowest stage of all decreased by 8,951.

12. The following compendious summary of the foregoing table compares the salient figures for the past two years:

STAGE.	Number of pupils. 1893	Number of pupils. 1894.	Increase	Decrease.
1	2	3	4	5
High	(a) 27,161	(b) 27,022	...	139
Middle	41,447	43,971	...	476
Upper primary	77,638	77,399	...	239
Lower ,, (higher section) ..	847,461	869,989	22,528	...
,, ,, (lower ,,) ...	388,281	379,330	...	8,951
Total ...	1,384,988	(b) 1,397,711	22,528	9 805
		Net increase ,...	12,723	

(a) 235 European scholars not returned.
(b) 64 boys of the Armenian College, Calcutta, not returned.

13. The number of pupils in all classes of institutions aided and unaided, public and private, is shown in the following table for each division:—

DIVISION.	NUMBER OF PUPILS IN PUBLIC INSTITUTIONS. Colleges.		Secondary schools		Primary schools.		Special schools.		Total.	
	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.
1	2	3	4	5	6	7	8	9	10	11
	448	569	39,020	38,607	260,606	259,783	1,064	1,137	301,138	300,096
Burdwan	172	308	37,893	37,359	152,474	147,284	765	614	191,304	185,565
Presidency	3,360	3,892	19,782	20,393	14,285	14,454	2,242	2,265	39,669	41,004
Calcutta	129	156	17,183	17,492	80 808	85,994	450	590	98,570	104,232
Rajshahi	727	721	37,130	36,911	167,608	170,902	1,421	1,542	206 886	210,076
Dacca	28	45	14,173	14,052	127,034	120,624	1,099	994	142,332	135,715
Chittagong	430	348	14,929	15,396	134,298	143,649	1,492	1,522	151,749	160,905
Patna	83	133	8,042	8 248	70,512	76,997	258	340	78,895	85,678
Bhagalpur	68	68	5,451	5,779	95,034	93,823	348	407	100,901	100,077
Orissa	.	..	1,186	1,162	17,267	14,027	10	...	18,463	15,789
Orissa Tributary Mahals .	.	..	5,093	5,298	57,971	61,014	252	311	62,716	66,623
Chota Nagpur	...	.	6,665	6,927	779	850	...	..	7,444	7,777
European schools										
Total ...	5,443	6,240	206,547	207,784	1,178,676	1,189,991	(a) 9,401	(a) 9,722	1,400,067	1,413,737

(a) Includes Law, Medicine, and Engineering.

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Division.	Number of Pupils in Private Institutions.										Grand Total.	
	Advanced.		Elementary.		Teaching the Koran only.		Other schools.		Total.			
	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	2,180	2,012	385	231	451	509	79	271	3,095	3,023	304,233	303,119
Presidency	890	725	134	166	96	21	...	...	1,120	912	192,424	186,477
Calcutta	31	82	...	...	1,722	1,122	...	...	1,753	1,204	41,422	42,408
Rajshahi	842	968	811	640	1,007	976	...	...	2,660	2,584	101,230	106,816
Dacca	5,256	5,201	4,165	3,723	25,924	25,847	418	364	35,763	35,135	242,640	245,211
Chittagong	3,479	3,433	5,279	4,140	31,538	32,640	921	721	41,202	40,944	183,534	176,659
Patna	14,039	15,221	11,881	12,190	2,007	2,183	1,675	1,334	29,592	30,928	181,34:	191,835
Bhagalpur	3,802	3,838	4,256	4,679	725	994	962	642	9,745	10,153	88,640	95,831
Orissa .	1,550	1,243	6,127	7,139	93	99	103	78	7,873	8,559	108,774	10,636
Orissa Tributary Mahals	88	93	765	728	30	51	53	36	916	908	19,379	16,697
Chota Nagpur	580	497	521	594	81	89	88	...	1,270	1,180	63,986	67,803
European schools ...	...	...	...	...	...	...	...	...	...	...	7,444	7,777
Total ...	32,727	33,303	34,324	34,230	63,659	64,551	4,279	3,446	134,980	135,530	1,535,056	1,549,267

There has been a decrease in the Burdwan, Presidency, Chittagong, and Orissa Divisions, and in the Orissa Tributary Mahals.

II.—CONTROLLING AGENCIES.

CONTROLLING AGENCIES.

14. Dr. C. A. Martin held charge of the Department from the beginning of the year to the 7th December 1893, when I returned from furlough. The following statement shows the tours undertaken by Dr. Martin and myself:—

NAME.	Period.	Days on tour.	Colleges.	High English schools.	Middle English schools.	Middle Vernacular schools.	Primary schools.	Girls' schools.	Special schools.	Technical schools.	Hostels.	Reformatories.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Dr. C. A. Martin, Officiating Director of Public Instruction ..	250	53	7	21	6	5	2	12	8	6	4	...	71
Sir A. Croft, Director of Public Instruction	115	32	4	14	3	1	1	6	8	3	3	...	43

Dr. Martin visited the districts of Khulna, Jessore, Murshidabad, Rajshahi, Dinajpur, Rangpur, Jalpaiguri, Darjeeling, Dacca, Backergunge, and Patna, and spent 9 days in Chota Nagpur.

After my return from furlough in December, I was detained in Calcutta by University business until after the annual Convocation in February. From the middle of February to the end of March, I spent on tour all the time that I could spare, visiting the districts of Cuttack, Chittagong, Patna, Muzaffarpur, Dacca, and Mymensingh.

15. The following changes took place in the staff of higher inspecting officers during the year under report:—Babu Chandra Mohan Mazumdar, M.A., B.L., Assistant Inspector, Presidency Division, was on privilege leave from 5th June to 12th August 1893, and on leave on medical certificate from 12th November 1893 to 11th March 1894. Babu Mati Lal Maitra, Deputy Inspector, 24-Parganas, acted for him on both occasions. Dr. C. A. Martin, who upon my return was appointed Inspector of the Burdwan and Rajshahi Circle, went on privilege leave for three months from 11th December 1893 to 10th March 1894, and Mr. M. Du S. Prothero acted for him, having been originally placed in charge of the Circle on 2nd April 1893, on the retirement of Mr. G. Bellett. Babu Beni Madhab De, M.A., Assistant Inspector, Burdwan Division, was on privilege leave for three months, and Babu Charu Chandra Chatterjea, Deputy Inspector, Burdwan, acted for him. Babu Sib Chandra Gui, M.A., was Assistant Inspector, Rajshahi Division, from 1st April to 25th July 1893, when Mr. E. A. LeFeuvre, B.A., was appointed to succeed him. Babu Brajendra Kumar Guha, B.A., Assistant Inspector, Chittagong Division, was on privilege leave for three months, and Babu Kumud Bandhu Basu, Deputy Inspector of Tippera, was appointed to act for him. Babu Mathura Nath Chatterjea, M.A., Assistant Inspector, Bhagalpur Division, took privilege leave for one month, when Maulvi Muhammad Ibrahim, B.A., held charge of the office in addition to his own duties as Assistant Inspector of Muhammadan education in Bihar.

16. The following table shows the inspection work of the Inspectors and Assistant Inspectors:—

NAMES OF OFFICERS.	Days on tour outside head-quarters.	SCHOOLS VISITED— High.	Middle English.	Middle vernacular.	Upper primary.	Lower primary.	Girls'.	Special.	Indigenous.	Total.	Number of days on duty throughout the year as an inspecting officer.	REMARKS.
1	2	3	4	5	6	7	8	9	10	11	12	13
Rai Radhika Prasanna Mookerjea Bahadur, Inspector of Schools, Presidency Circle.	155	68	16	28	30	82	38	17	...	279	365	
Babu Chandra Mohan Mazumdar, M.A., B.L., Assistant Inspector of Schools, Presidency Division, for 5 months and 22 days (a).	16	3	1	4	3	6	2	...	...	19	176	
" Matilal Maitra, Officiating Assistant Inspector of Schools, Presidency Division, from the 5th June to the 12th August 1893, and from the 12th November 1893 to the 11th March 1894.	111	36	26	83	13	34	26	8	...	176	189	

(a) Was on privilege leave for 2 months and 8 days from the 5th June 1893, and on medical leave for 4 months from the 12th November 1893.

CONTROLLING AGENCIES.

Names of Officers.	Days on tour outside head-quarters.	Schools visited— High.	Middle English.	Middle vernacular.	Upper primary.	Lower primary.	Girls'.	Special.	Indigenous.	Total.	Number of days on duty throughout the year as an inspecting officer.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13
Babu Bireswar Chakravarti, Assistant Inspector of Schools, Chota Nagpur Division.	155	8	27	26	18	86	28	6	1	200	365	
Dr. C. A. Martin, LL D., Inspector of Schools, Burdwan and Rajshahi Circle, from the 10th to the 31st March 1894 (a).	3	...	.		...		...	.		.	22	
Mr. M. Prothero, Officiating Inspector of Schools, Burdwan and Rajshahi Circle, from 2nd April 1893 to 9th March 1894 (b).	228	64	62	42	23	107	43	14	15	370	271	
Babu Beni Madhab De, M A., Assistant Inspector of Schools, Burdwan Division, for 9 months (c).	61	14	21	8	9	5	8	2	...	67	273	
„ Charu Chandra Chatterjea, Officiating Assistant Inspector of Schools, Burdwan Division, for three months from the 21st November 1893 to the 20th February 1894.	76	14	21	17	10	25	16	1	..	104	92	
„ Sib Chandra Gui, M A., Officiating Assistant Inspector of Schools, Rajshahi Division (d).	33	10	6	6	2	13	9	...		46 (e)	104	
Mr. E. A. LeFeuvre, B A., Assistant Inspector of Schools, Rajshahi Division, from the 26th July 1893 to the 31st March 1894	180	18	58	67	40	21	20	4	1	229	249	
Babu Radha Nath Rai, Temporary Inspector of Schools, Orissa Division.	(f)163	20 (g)	17	20	13	96	27	11	13	217	365	
„ Dina Nath Sen, Officiating Inspector of Schools, Eastern Circle.	145	40	15	32	28	30	19	10	...	174	365	
„ Brajendra Kumar Guha, B A., Assistant Inspector of Schools, Chittagong Division, from 1st April 1893 to 18th December 1893 and from 19th to 31st March 1894 (h).	82	10	13	54	23	23	6	6	3	138	275	
„ Kumud Bandhu Basu Officiating Assistant Inspector of Schools, Chittagong Division, from 22nd December 1893 to 18th March 1894.	(i)62	13	10	36	11	22	9	6	6	113	87	
Mr. G. A. Stack, Officiating Inspector of Schools, Bihar Circle.	166	42	23	24	13	12	5	7	4	130	365	
„ J. A. Reuther, Assistant Inspector of Schools, Patna Division.	208	10	35	54	50	240	11	3	31	434	365	
Babu Mathura Nath Chatterjea, M A., Assistant Inspector of Schools, Bhagalpur Division (j).	137	7	42	28	23	71	9	2	3	185	334	
Maulvi Muhammad Ibrahim, B A., Assistant Inspector of Schools for Muhammadan Education, Patna and Bhagalpur Divisions (k)	102	3	23	27	40	223	8	5	62	391	365	
„ Abdul Karim, B A., Assistant Inspector of Schools for Muhammadan Education, Dacca and Chittagong Divisions.	(l)141	19	50	61	35	68	25	17	11	286	365	
Mr H. A. Bamford Inspector of European Schools .. .	79	41	137		17	1	...	..		196	365	
„ C Edwards, Temporary Assistant Inspector of European Schools.	16	16	32	..	9	2	..		.	59 (m)	...	Post abolished.
Mrs M Wheeler, Inspectress of Schools	29					...	120		...	120	365	

(a) Was Officiating Director of Public Instruction from 1st April to 7th December 1893, and on privilege leave from 11th December 1893 to 10th March 1894
(b) Was on privilege leave for 2 months and 11 days from the 22nd August 1893.
(c) Was on privilege leave for 3 months from the 21st November 1893, and was in charge of the Inspector's office for 2 months and 11 days.
(d) Was in charge of the appointment from 3rd April to 25th July 1893.
(e) Examined also 20 other lower primary schools at gatherings
(f) Excluding 13 days devoted to inspecting schools at head-quarters.
(g) Including 2 colleges.
(h) Was on privilege leave for 3 months from the 19th December 1893.
(i) Exclusive of 9 days spent on inspection at head-quarters
(j) Was on privilege leave for 1 month from the 16th May 1893.
(k) Exclusive of 37 days on special duty. He was also in charge of the office of the Assistant Inspector of Schools, Bhagalpur Division, for 1 month from the 16th May 1893
(l) Excluding 4 days on special duty at Calcutta.
(m) Also 54 zananas.

17. *Presidency Circle.*—Rai Radhika Prasanna Mookerjea Bahadur was in charge of the Presidency Circle throughout the year. Of the 155 days which he spent on tour, 89 were given to the Presidency and 66 to the Chota Nagpur Divisions. In the former, he spent 26 days in the 24-Parganas, 27 in Nadia, 13 in Murshidabad, 13 in Jessore, and 10 in Khulna. Of the districts in Chota Nagpur, he spent 12 days in Manbhum, 14 in Singhbhum, 11 in Hazaribagh, 19 in Lohardaga, and 10 in Palamau. The work is well distributed; and when the Inspector's many engagements at head-quarters are considered, including his important and often heavy duties as Secretary to the Central Text-Book Committee, the record must be pronounced a good one.

The same cannot be said of Babu Chandra Mohan Mazumdar, M.A., the Assistant Inspector of the Presidency Division, who was on tour for only 16 days out of the period (nearly six months) during which his health allowed him to remain on duty. He was on leave for over two months at the beginning of the rains, and again for four months in the cold weather. His record of travel, 16 days in the 24-Parganas, admits of very little defence. He was in indifferent health throughout; the hot weather and the latter part of the rains are not the most favourable times for inspection; he spent some days in visiting schools at head-quarters; all schools were closed for a month at the Durga Puja vacation: and that is all that can be said.

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His shortcomings were, however, as far as possible, made up by his *locum tenens*, Babu Mati Lal Maitra, who during his six months of office spent nearly two days out of every three on tour, his 111 days being thus made up:—31 days in the 24 Parganas, 22 in Nadia, 31 in Murshidabad, and 27 in Jessore. Owing to Babu Chandra Mohan Mazumdar's inefficient discharge of his duty, Khulna received no visit from an Assistant Inspector throughout the year.

The Assistant Inspector of Chota Nagpur, Babu Bireswar Chakravarti, spent 155 days on tour, his journeys being well distributed as follows:—38 days in Manbhum, 20 in Singhbhum, 41 in Hazaribagh, 35 in Lohardaga, and 21 in Palamau. He travelled 2,145 miles by rail and 2,067 by road.

18. *Rajshahi and Burdwan Circle.*—Mr. Bellett having resigned the Inspectorship on the 1st April 1893, Mr. M. Prothero assumed charge on the 2nd April and held it until the 9th March 1894, with the exception of a period of 2 months and 11 days, from the 22nd August until the beginning of November, during which the Assistant Inspector had charge of the current duties of the office. Dr. C. A. Martin, who, on resigning his officiating appointment as Director, took charge of the Inspectorship for one day before going on privilege leave, returned to duty on the 10th March. Mr. Prothero was therefore in charge for 271 days, or just three-quarters of the year. During this period he was on tour for 228 days—an unexampled record of activity for an officer whose office work is considerable. His tour was thus distributed:—4 days to Hooghly, 8 to Howrah, 28 to Burdwan, 18 to Bankura, 29 to Birbhum, and 35 to Midnapore, or 122 days in the Burdwan Division; also 28 days to Pabna, 5 to Rangpur, 5 to Dinajpur, 11 to Rajshahi, 10 to Bogra, 12 to Jalpaiguri, and 25 to Darjeeling, or 106 days in the Rajshahi Division. Dr. Martin, who followed Mr. Prothero in the Circle, remarks that "his inspections were very thorough," and this description accords with my own judgment of his work.

The character of the work done by Babu Beni Madhab De, M.A., Assistant Inspector of the Burdwan Division, may be illustrated by the following statement of his tours for five years:—

1889-90	...	...	82 days.
1890-91	...	...	88 „
1891-92	...	...	111 „
1892-93	...	...	120 „
1893-94	...	...	61 „

These 61 days were spent on tour during nine months of service, or at the rate of 81 days for the year. This officer, who during the previous four years had been stung into greater activity by repeated comments on his insufficient work, fell back into his old habits during the year under report. His tours were also badly planned:—25 days to Burdwan, 20 to Hooghly, 15 to Howrah, and 1 to Midnapore, while he did not visit Bankura or Birbhum at all. No explanation is given of the shortness of his work; but it is fair to state that his health is often indifferent. He has now taken furlough for two years from May 1894.

During the three months of his absence on privilege leave his place was taken by Babu Charu Chandra Chatterjea, Deputy Inspector of Burdwan. His record of work, as to extent, is satisfactory, as he spent 76 days out of 92 on tour. But 35 of these were spent in his own district of Burdwan, 27 in Hooghly, and 14 in Howrah. The outlying districts of Midnapore, Bankura, and Birbhum were altogether neglected by both officers. A disproportionate time was spent by Babu Charu Chandra Chatterjea in the more accessible districts of the Division, and especially in Burdwan, with which he was thoroughly familiar. Seeing, however, that the extent of his tours was quite satisfactory, I refrain from criticising them further, especially as he urges (1) that it was under instructions from Mr. Prothero, who had just gone through them, that he omitted to visit the remaining districts, and (2) that he had work of a special character to do in the district of Burdwan.

In the Rajshahi Division, Babu Sib Chandra Gui, M.A., Lecturer in the Sanskrit College, acted as Assistant Inspector in the early part of the year. During his 104 days of office he spent 33 on tour. Mr. E. A. LeFeuvre, B.A., succeeded him on the 26th July 1893, on transfer from the head mastership

of the Monghyr Zilla School. During the 249 days of his Assistant Inspectorship Mr. LeFeuvre was on tour for 180 days, or at the rate of 264 days in the year—a highly creditable performance. The days he spent in each district of the Division were as under:—26 in Rajshahi, 18 in Jalpaiguri, 29 in Dinajpur, 12 in Darjeeling, 27 in Rangpur, 20 in Bogra, and 48 in Pabna.

19. *Eastern Circle.*—Under specific orders of Government passed in August 1892, in which a request for the appointment of an Assistant Inspector for the Dacca Division was refused, the Circle Inspector was released from the duty of visiting schools in the Chittagong Division. The tours of the Inspector, Babu Dinanath Sen, occupied 145 days, thus distributed:—Dacca 62, Mymensingh 37, Faridpur 19, Backergunge 27. The Inspector points out (1) that the time given to Dacca includes the days spent in passing through it to other districts; (2) that the number of high English schools in Dacca is greater than in other districts. The latter point may be admitted; but since he has only four districts to inspect, he might well have spent more than 19 days in Faridpur without giving less time to the others.

The Chittagong Division was for nine months of the year under the supervision of the Assistant Inspector, Babu Brajendra Kumar Guha, B.A. Of 275 days spent on duty, he was on tour for 82, at the rate of 109 days in the year. This shows a trifling improvement over the 100 days of the previous year, for which he did not escape the censure of Government; but the proportion of work done is entirely insufficient. Its insufficiency more clearly emerges when contrasted with the 62 days spent on tour, out of 87 on duty, by his *locum tenens*, Babu Kumud Bandhu Bose, who officiated for three months, December to March—no doubt the best time of year for travelling. By the two Assistant Inspectors jointly, 42 days were spent in Tippera, 44 in Noakhali, and 58 in Chittagong and the Hill Tracts. Babu Brajendra Kumar Guha, who again reported himself as having suffered, "frequently and severely," from the climate of Chittagong, has been transferred to the Burdwan Division since the begining of the current year, Babu Kumud Bandhu Bose reverting to the Assistant Inspectorship of Chittagong.

20. *Bihar Circle.*—Mr. G. A. Stack was in charge of the Circle for the whole year, and spent 166 days on tour as follows:—In the Patna Division 98 days, thus distributed; Patna 14, Gaya 22, Shahabad 22, Saran 8, Champaran 7, Muzaffarpur 18, Darbhanga 7; and in the Bhagalpur Division 60 days, thus distributed; Monghyr 12, Bhagalpur 12, Purnea 6, Malda 16, Sonthal Parganas 14. Eight days were also spent on special duty at Darjeeling. The distribution and the amount of work, considering the large area of the Circle, are quite satisfactory.

Mr. J. A. Reuther, the Assistant Inspector of the Patna Division, spent 208 days on tour. They were distributed as follows:—To Patna 49 days, Gaya 24, Shahabad 43, Saran 26, Champaran 25, Muzaffarpur 21, Darbhanga 20—a good tour, well worked out.

A barely satisfactory record is shown by Babu Mathura Nath Chatterjea, M.A., Assistant Inspector of the Bhagalpur Division, who having had indifferent health, and being compelled by sickness to take a month's leave, has still 137 days on tour to show. This is at the rate of 150 days a year. His time was spent as below:—Monghyr 26 days, Bhagalpur 30, Purnea 19, Malda 19, Sonthal Parganas 43. The time spent in the last-named district is satisfactory; and altogether the tour was well arranged.

21. *Orissa Division.*—The Temporary Inspector, Babu Radhanath Rai, was on duty for the whole year, and spent 163 days on tour. Of these, 56 days were given to Cuttack, 38 to Balasore, 3 to the newly-formed district of Angul, 31 to Puri, and 35 to the Tributary States—a satisfactory record of work.

22. *Muhammadan Education.*—Maulvi Abdul Karim, B.A., Assistant Inspector for the Dacca and Chittagong Divisions, was on tour for 141 days, exclusive of 4 days on special duty in Calcutta. His tours were distributed as follows:—Dacca 50 days, Mymensingh 13, Backergunge 17, Tippera 28, Chittagong 31. He gave only 2 days to Noakhali and none to Faridpur, in which districts, however, he had spent in the previous year 13 and 23 days respectively. The amount of travelling done shows some improvement upon that of the previous year; but as the Assistant Inspector is burdened with very little office work, it must be declared insufficient.

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A similar record of work is furnished by Maulvi Muhammad Ibrahim, B.A., Assistant Inspector for Muhammadan Education in Bihar. His journeys occupied 102 days, in addition to 8 days on special duty in Calcutta with the Director of Public Instruction, and 29 days on special duty of a different kind. In the Patna Division, the Assistant Inspector spent 27 days in Patna, 24 in Gaya, 14 in Shahabad, 16 in Saran, 9 in Champaran, and 4 in Muzaffarpur; or 94 days in all In the Bhagalpur Division, he spent 8 days in the district of Bhagalpur. Thus the districts of Darbhanga, Monghyr, Purnea, Malda, and the Sonthal Parganas received no visits from this officer during the year. Giving him full credit for 139 days spent on inspection and special duty, I must pronounce the amount of his work to be decidedly insufficient.

The districts of Eastern Bengal and of Bihar having enjoyed the services of an Assistant Inspector of Muhammadan Education for the full term of five years, I shall shortly propose the transfer of these officers to other parts of Bengal, namely, the Rajshahi and Burdwan Divisions, and the Presidency Division with Orissa.

23. *European and Female Education.*—Mr. H. A. Bamford, Inspector of European Schools, spent 79 days on tour, and Mrs. Wheeler, Inspectress of Schools, 29 days. The work of these officers, the main portion of which lies in Calcutta, will be considered later on in separate sections of this report.

24. With the exception of the Inspector of the Eastern Circle, the other Circle Inspectors have each from 10 to 13 districts to visit. This is more than can be satisfactorily done in one year by an officer whose office work is always considerable and sometimes heavy, and whose return to head-quarters must be frequent. The plan on which Inspectors usually proceed is to go through one Division pretty thoroughly in the five months, November to March, and to pay short visits to the districts of the other Division in the hot weather and rains. Assistant Inspectors should of course visit all their districts every year; so arranging their tours with the Circle Inspectors that the visits of the two officers shall not be paid to any district at or about the same time, unless special reasons make such a course desirable. The case of the Assistant Inspectors of Muhammadan Education is exceptional, in so far as they have two Divisions under their charge; and the practice of these officers has been to take the Divisions for detailed inspection in alternate years. I do not think it advisable, however, that a school or a tract of country should know that it is safe from inspection for a full year—or, as the case may be, that it has no hope of seeing the inspecting officer for that period; and I have therefore issued orders directing those officers, like other Assistant Inspectors, to pay a longer or shorter visit to every district within their area once a year. Their office work is generally light, and they have all the more time for travel. In the case of large districts, they should also, as the Inspectors do, work through different portions of the district at successive visits.

25. The following table shows the work done by the Deputy Inspectors:—

District.		Name.	Days serving as an inspecting officer.	Days on tour outside head-quarters.		Schools visited.	Visits to secondary schools.	Secondary schools under inspection.	Remarks.
				Actual.	Reckoned in proportion to a full year.				
1		2	3	4	5	6	7	8	9
Burdwan Division.	Burdwan	Babu Charu Chandra Chatterjea, as Deputy Inspector and Officiating Assistant Inspector.	339	196	211	295	125	111	On privilege leave for 26 days, and acting Assistant Inspector for three months.
		" Mahes Chandra Chatterjea, Officiating Deputy Inspector for 3 months and 26 days, and Additional Deputy Inspector for the remaining part of the year.	365	182	182	265	79		
		" Pramatha Nath Chatterjea, Officiating Additional Deputy Inspector for 3 months and 15 days.	107	81	276	62	28		

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District.		Name.	Days serving as an inspecting officer.	Days on tour outside head-quarters. Actual.	Days on tour outside head-quarters. Reckoned in proportion to a full year.	Schools visited.	Visits to secondary schools.	Secondary schools under inspection.	Remarks.
1		2	3	4	5	6	7	8	9
Burdwan Division—*concld.*	Birbhum ...	Babu Hira Lal Pal, B.A. ..	365	171	171	308	77	42	
	Bankura	" Mati Lal Mallik, M.A., from 1st April to 5th July 1893, and from 14th October 1893 to 31st March 1894.	265	136	187	202	67	69	
		" Ramesvar Sen, officiating from 6th July to 13th October 1893.	100	75	273	119	32		
	Midnapore	" Uma Prasad De, from 1st April 1893 to 16th January 1894, and from 23rd to 31st March 1894.	300	152	185	238	44	95	On privilege leave for 2 months and 6 days, from 17th January 1894.
		" Ramesvar Sen, officiating from 23rd January to 22nd March 1894.	59	49	303	98	39		
	Hooghly	" Sripati Banerjea, from 1st April to 20th November 1893, and from 28th January 1894 to 31st March 1894	297	122	150	293	77	109	The office was in charge of the Departmental Sub-Inspector from 21st November to 11th December 1893.
		" Dwarkanath Sarkar, officiating from 12th December 1893, to 27th January 1894	47	33	256	76	43		
	Howrah ...	" Hara Mohan Bhattacharjea ...	355	164	169	205	63	49	Was on leave for 10 days.
Presidency Division.	24-Parganas.	" Mati Lal Maitra, as Deputy Inspector and Officiating Assistant Inspector.	315	130	150	200	101	141	On deputation from 5th June to 12th August 1893, and from 12th November 1893 to 11th March 1894. On privilege leave from 13th August to 30th September 1893.
		" Madhusudan Sinha, B.A., officiating.	239	158	243	227	136		
	Nadia ...	" Hari Nath Sen, B.A. ...	365	173	173	209	98	87	
	Murshidabad.	" Phani Bhusan Basu, M.A. ...	347	169	178	357	107	47	On privilege leave from 8th to 25th March 1894.
	Jessore	" Kanti Chandra Chatterjea from 1st April to 23rd November 1893.	237	70	107	87	33	90	On privilege leave from 24th November 1893 to the 4th February 1894.
		" Dwarkanath Banerjea from 24th November to 31st March 1894	128	91	259	140	54		
	Khulna ...	" Hari Har Das	365	161	161	255	110	87	
	Calcutta	" Isan Chandra Ghosh, M.A. ...	215	...	...	140	58	...	On special duty under the Home Department from 15th April to 31st July 1893. On privilege leave from 21st February to 20th March 1894.
		" Brajasyam Mazumdar, officiating	122	...	...	60	11	...	
Rajshahi Division.	Rajshahi	" Kali Nath Chaudhuri from 1st April to 24th February 1894, and from 25th to 31st March 1894.	337	183	198	239	109	30	On privilege leave for one month from 25th February 1894.
		" Dwarka Nath Ghatak, officiating	28	27	352	23	11		
	Dinajpur .	" Harinath Chatterjea ...	322	160	181	145	65	32	
	Jalpaiguri	" Jadu Nath Chakravarti ...	365	151	151	215	74	27	
	Darjeeling	" Sarat Chandra Das ...	...	...	...	...	...	...	On special duty throughout the year.
	Rangpur	" Adi Nath Mitra	329	140	155	170	100	65	On privilege leave for 21 days from 22nd July to 11th August 1893, and on private affairs leave for 15 days from 8th to 22nd January 1894.
		" Tarinikisor Bardhan, officiating from 23rd July to 11th August 1893.	21	15	260	14	9		
	Bogra ...	" Giridhari Basu	365	152	152	170	82	29	
	Pabna ...	" Bhubanesvar Gupta ...	281	144	187	179	108	64	Worked at Dinajpur and Pabna.
Dacca Division.	Dacca ...	" Uma Kisor Ray	365	157	157	320	175	179	
	Mymensingh	" Radha Kisor Chakravarti ...	365	(a)209	209	300	149	134	(a) Exclusive of 29 days spent on duty outside head-quarters in attending the conference on middle schools.
	Faridpur ...	" Tarak Bandhu Chakravarti ...	365	(b)184	184	271	121	97	(b) Do. 21 do.
	Backergunge	" Ram Sundar Basak ...	365	(c)200	200	200	144	98	(c) Do. 57 do.

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District.		Name.	Days serving as an inspecting officer.	Days on tour outside head-quarters. Actual.	Days on tour outside head-quarters. Reckoned in proportion to a full year.	Schools visited.	Visits to secondary schools.	Secondary schools under inspection.	Remarks.
1		2	3	4	5	6	7	8	9
Chittagong Division.	Tippera	Babu Kumud Bandhu Basu, as Deputy Inspector and Officiating Assistant Inspector.	349	(d)215	225	282	148	84	(d) Exclusive of 9 days spent on inspection at head-quarters.
		„ Mahim Chandra Basu, officiating	78	69	321	151	74		
	Noakhali ...	„ Mahim Chandra Chatterjea ...	339	150	161	278	93	54	On privilege leave for 26 days from 27th October 1893.
	Chittagong and Hill Tracts.	„ Sarada Kanta Sen ...	365	167	167	353	117	57	
Patna Division.	Patna	„ Bhagwan Prasad, from 1st April to 31st October 1894.	214	96	163	214	24	14	Retired on the 1st November 1893.
		„ Ramprakas Lal	364	176	176	410	63		Worked at Muzaffarpur and Patna.
	Gaya ...	„ Dwarka Prasad	365	(e)194	194	317	64	16	(e) Exclusive of 15 days inspection at head-quarters.
	Shahabad...	„ Radha Lal	365	165	165	402	72	17	Worked at Shahabad and Champaran.
	Saran ...	Maulvi Abdul Rahim „ ...	365	210	210	343	93	16	
	Champaran	Babu Beni Prasad Misra ...	361	204	206	438	54	11	Ditto ditto
	Muzaffarpur.	„ Baldeo Misra, B.A.	346	163	...	255	58	13	Worked at Purnea and Muzaffarpur.
		„ Narayan Lal, officiating from 2nd to 16th March 1894.	15	7	170	5	...		
	Darbhanga	„ Sajiwan Lal, B.A., from 1st April to 6th July 1893.	97	25	94	41	10	12	Transferred to Bhagalpur Zilla School.
		„ Mukunda Lal from 7th July 1893 to 31st March 1894.	268	145	197	386	31		
Bhagalpur Division.	Monghyr	„ Ramdhani Pande, from 1st April to 16th June 1893.	77	6	28	16	5	15	
		„ Bhagavati Sahay, M.A., B.L., from 17th June 1893 to 31st March 1894.	288	162	203	286	61		
	Bhagalpur	„ Som Nath Jharkandi, B.A. ..	365	201	201	316	65	14	
	Purnea ...	„ Sripati Mukerjea, B.A., from 2nd November 1893 to 31st March 1894.	150	75	182	84	18	12	
	Malda ..	Mir Sajjad Ali ...	365	166	166	232	74	24	
	Sonthal Parganas	Babu Hari Das Banerjea, M.A., for ten months only.	303	129	155	153	44	18	On two months' privilege leave.
		„ Jagnesvar Mukherjea, officiating for two months.	62	48	282	39	15		
Orissa Division.	Cuttack ...	„ Piyari Mohan Sen (f) ...	365	152	152	194	70	39	
	Balasore	„ Rajendra Nath Banerjea, from 8th May to 3rd July 1893 (g).	57	22	140	38	2	30	The district was in charge of the Sadar Sub-Inspector from 4th July to 2nd August, and from 15th October to 13th November 1893.
		„ Madhusudan Rao, from 3rd August to 14th October 1893 (h).	73	26	130	49	14		
		„ Raghunath Ghosh, from 14th November 1893 to 31st March 1894 (i).	135	107	289	231	46		
Chota Nagpur Division.	Puri .	„ Bhagavati Charan Sen (k) ...	365	151	151	189	42	21	
	Hazaribagh	„ Gopal Chandra Ghoshal, for 10 months and 13 days.	322	208	235	317	52	13	On privilege leave for 1 month and 17 days, when the office was in charge of Babu Prankrishna Banerjea, Sub-Inspector.
	Lohardaga	„ Kalika Nanda Mukherjea ...	365	163	163	477	63	16	
	Palamau ...	No Deputy Inspector of Schools.							
	Manbhum	Babu Krishnakisor Adhikari, B.A., for nearly 10½ months.	323	150	169	279	81	23	On deputation as lecturer, Krishnagar College.
		„ Kasibhusan Sen, B.A., officiating for six weeks.	42	28	243	36	10		Acting in addition to his own duties as Sub-Inspector, Raghunathpur.
	Singhbhum.	„ Ramtaran Samanta for ten months.	303	159	195	293	35	9	On privilege leave for two months from 16th July 1893.
		„ Sures Chandra Sarkar, officiating for two months.	62	49	288	92	8		Acting in addition to his own duties as Sub-Inspector, Dhalbhum.

N.B.—Number of days spent in inspecting head-quarters' schools :—
(f) 12, (g) 3, (h) 5, (i) 15, (k) 32.

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26. The only officers who failed to attain the prescribed minimum of 150 days in the year, or proportional part thereof for a lesser period, were Babu Kanti Chandra Chatterjea of Jessore, Babu Sajiwan Lal of Darbhanga, Babu Ramdhani Pande of Monghyr, and Babus Rajendra Nath Banerjea and Madhusudan Rao of Balasore. The first-named officer, after a long and useful career as a public servant, was taken ill during the last cold weather, and died while on leave. Babu Sajiwan Lal has since been appointed a teacher. Babu Ramdhani Pande took leave for one year without pay. Babus Rajendra Nath Banerjea and Madhusudan Rao have also been transferred to the teaching line. The number of secondary schools varies greatly in different districts, but from the foregoing table it appears that all the schools were not visited by Deputy Inspectors in Midnapore, Jessore, and Dacca. The districts with more than 100 secondary schools, such as Burdwan, Hooghly, the 24-Parganas, Dacca, and Mymensingh, no doubt tax the energies of the Deputy Inspector, and the question of having (as in Burdwan) an additional Deputy Inspector for each of the other four districts has more than once engaged attention. It is very creditable to the officers of these districts that they have, on the whole, coped so successfully with their work.

27. In the Burdwan Division, excluding Midnapore, 380 secondary schools received in all 591 visits from five Deputy Inspectors and the Additional Deputy Inspector of Burdwan. Babu Mati Lal Mallik, M.A., of Bankura, is an intelligent and competent officer, and Babu Charu Chandra Chatterjea of Burdwan displayed great activity within his own district. In Midnapore only 83 visits were paid during the year among 95 schools; and the permanent Deputy Inspector, Babu Uma Prasad De, visited less than half his secondary schools in the nine months during which he was on duty. In the Presidency Division, all the aided secondary schools were visited during the year in Nadia, Murshidabad, and Khulna. In these districts, 221 secondary schools received 315 visits. In Jessore 87 visits were paid to 90 schools; the full tale of inspection being prevented by the Deputy Inspector's illness and death and the consequent change of officers. In the 24-Parganas, notwithstanding the large number (141) of secondary schools, the two officers who were in charge of the district succeeded in paying 237 visits to them. Babu Ishan Chandra Ghosh, M.A., of Calcutta, Babu Mati Lal Maitra of the 24-Parganas, Babu Harinath Sen, B.A., of Nadia, Babu Phani Bhushan Basu, M.A., of Murshidabad, and Babu Hari Har Das of Khulna, are all well spoken of as active and competent officers. In the Rajshahi Division 247 schools in six districts received 558 visits—a good record. The schools are not so numerous as in some other parts, but they have been well looked after, getting in some districts an average of more than three visits a year. The Inspector specially commends Babu Bhubaneswar Gupta of Pabna. In the Dacca Division (four districts) 508 schools received 589 visits. Dacca was the only district that fell short, but the Deputy Inspector deserves credit for visiting 175 out of his 179 schools in the year. The name of Babu Tarak Bandhu Chakravarti is specially noticed for his efficient control of schools, that of Babu Radha Kisor Chakravarti of Mymensingh for activity, and that of Babu Ram Sundar Basak of Backergunge for the number of schools visited. In Chittagong we find 195 schools, and 432 visits paid to them by three Deputy Inspectors—an eminently satisfacory result, especially in the district of Tippera. The work of the Deputy Inspector, Babu Kumud Bandhu Bose, is not only good in quantity, but, writes the Assistant Inspector, "his inspection is systematic, and is characterised by a thoroughness which always leaves a permanent mark behind." Babu Kumud Bandhu Bose has, since the beginning of the present year, been appointed to act as Assistant Inspector of the Division.

In the Patna Division 469 visits were paid to 99 schools in seven districts. We have now come to those regions in which, owing to the paucity of secondary schools, the work of the Deputy Inspectors in this direction is very much lightened; but the schools have been very well looked after. In the Bhagalpur Division it is much the same,—282 visits paid by five officers to 83 schools; the average for each officer being somewhat less, owing to the greater difficulty of travelling in some parts. The Inspector selects for special commendation Babu Hari Das Banerjea, M.A., of the Sonthal Parganas, Babu Ram Prakash Lal of Patna, and Babu Bhagavati Sahay, M.A., of Monghyr. In the three districts of the Orissa Division, we find 172 visits paid to 90 schools, the schools in each district

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having been visited on an average twice a year. The newly-appointed Deputy Inspector, Babu Raghunath Ghosh, is spoken of in exceptionally high terms by both the Divisional Inspector and the Chairman of the District Board. In four districts of the Chota Nagpur Division (excluding Palamau, which as yet has no Deputy Inspector), 249 visits were paid to 61 schools. The work of Babu Krishna Kisor Adhikari, M.A., of Manbhum is specially commended.

28. The following table shows the work done by the Sub-Inspectors during 1893-94:—

Division.	District.	Number of Sub-Inspectors of Schools.	Days on tour outside head-quarters.	Number of schools visited.	Schools under inspection.	Remarks.
1	2	3	4	5	6	7
Burdwan ...	Burdwan ...	6	1,193	2,113	1,316	
	Birbhum ...	3	637	1,277	1,027	
	Bankura ...	4	829	2,371	1,530	
	Midnapore ...	10	2,297	5,760	4,647	
	Hooghly ...	6	1,285	2,947	1,765	
	Howrah ...	3*	527	1,092	666	* Excluding the Municipal Sub-Inspector, whose work is confined to head-quarters.
Average for the Division, 32 officers		...	211	486	342	
Presidency	24-Parganas ...	11	2,452	5,018	1,806	
	Nadia ...	6	1,237	2,409	849	
	Murshidabad ...	4	849	1,967	677	
	Jessore ...	6	1,175	2,387	1,030	
	Khulna ...	4	719	1,403	1,205	
Average for the Division, 31 officers		...	207	426	176	
Calcutta		1	...	262	...	This officer's work is confined to Calcutta.
Rajshahi ...	Rajshahi ...	3	630	509	460	
	Dinajpur ...	6	1,420	2,574	896	
	Jalpaiguri ...	3	594	1,027	360	
	Darjeeling ...	1	226	303	49	
	Rangpur ...	8	1,564	2,168	847	
	Bogra ...	2	452	911	400	
	Pabna ...	4	923	1,533	552	
Average for the Division, 27 officers		...	215	334	132	
Dacca ...	Dacca ...	6	1,208	2,473	4,768	
	Mymensingh ...	6	1,217	2,239	2,036	
	Faridpur ...	4	856	1,396	1,436	
	Backergunge ...	5	1,160	2,189	3,551	
Average for the Division, 21 officers		...	211	395	561	
Chittagong...	Tippera ...	5	1,004	1,654	3,853	
	Noakhali ...	4	788	1,515	2,511	
	Chittagong ...	4	914	1,807	1,887	
	Chittagong Hill Tracts ...	1	292	84	35	
Average for the Division, 14 officers		...	214	362	591	
Patna ...	Patna ...	4	1,045	2,979	2,107	
	Gaya ...	4	893	1,952	1,400	
	Shahabad ...	4	730	1,639	858	
	Saran ...	4	864	2,197	1,187	
	Champaran ...	2	407	981	1,074	
	Muzaffarpur ...	4	724	1,891	1,679	
	Darbhanga ...	3	577	1,453	1,419	
Average for the Division, 25 officers		...	209	523	389	

Division.	District.	Number of Sub-Inspectors of Schools	Days on tour outside head-quarters.	Number of schools visited.	Schools under inspection	Remarks
1	2	3	4	5	6	7
Bhagalpur ...	Monghyr ..	3	598	1,343	1,552	
	Bhagalpur ...	4	861	1,750	1,211	
	Purnea ...	4	794	1,425	937	
	Malda .	2	406	708	312	
	Sonthal Parganas ...	8	1,714	2,305	805	
Average for the Division, 21 officers		...	208	358	280	
Orissa ...	Cuttack ...	5	1,267	2,352	3,393	
	Balasore ..	3	614	1,585	1,999	
	Angul ...	1	210	214	153	
	Puri .	3	646	1,569	1,853	
	Orissa Tributary Mahals ...	5	1,252	1,240	1,321	
Average for the Division, 17 officers		...	234	409	518	
Chota Nagpur.	Hazaribagh ...	2	391	942	481	
	Lohardaga ...	3	703	1 494	601	
	Palamau ...	2	364	726	197	
	Manbhum ...	3	565	1,055	483	
	Singhbhum ...	2	437	844	420	
Average for the Division, 12 officers		...	2[illegible]5	421	181	

29. The prescribed minimum of 200 days has been exceeded on an average in all the Divisions, but the minimum of 400 visits to schools was not attained in the Rajshahi, Dacca, Chittagong, and Bhagalpur Divisions. Last year Dr. Martin expressed the opinion, in which I entirely agree, that 400 visits to schools is too high a minimum to fix. "This might be very proper," he explained, "if all the schools to be visited were pathsalas situated close to each other, but middle schools have also to be inspected, and in some localities pathsalas are few and far between." Judged by this reduced test, the only Division that falls short of the standard is Rajshahi, with an average of 334 visits paid to schools. This is due to short work in the districts of Rajshahi, Rangpur, Jalpaiguri, and Darjeeling; but out of 15 Sub-Inspectors in these districts, only two fell short of the prescribed number of days on tour. They are all districts in which schools are scattered and travelling difficult.

30. On an examination of the work of individual officers, it is found that Babus Braja Ballabh Mitra (145 days), Becharam Ganguli (196 days), and Naba Gopal Dutt (166 days) were the only Sub-Inspectors in the Burdwan Division who fell short of 200 days on tour (or at that proportionate rate when they were not on duty for a full year), and the first two failed to make 350 visits. Babu Braja Ballabh Mitra was reduced last year for one year from class VI to class VII, on account of short work in three or four successive years. He will now remain in that class until his retirement, a year hence, at the age of 55. Babu Naba Gopal Dutt has lately resigned his post. In the Presidency Division the officers whose work fell short were Babus Bhaba Nath Chatterjea (193 days), Ram Das Mukherjea (174 days), Rajendra Nath Ganguli, (191 days), Jagnesvar Chakravarti (185 days), Madhu Sudan Sanyal (146 days), and Sarada Prasad Mitra (171 days). I pass over Babus Hari Charan Mukerjea and Kedar Nath Rai, whose inspection work was slightly below the minimum (198 and 196 days respectively). In the Rajshahi Division Babus Joges Chandra Das and Kali Krishna Das were on tour at the rate of 174

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and 197 days respectively. Dr. Martin is of opinion that in the Rajshahi Division, owing to the causes mentioned in the last paragraph, 300 visits in 200 days should be regarded as sufficient. Accepting this lower estimate, I find that it has not been reached by 16 officers, who are reported to have paid from 124 to 294 school-visits. In the Dacca Division Babu Prasanna Kumar Mazumdar was on tour for 108 days in 9½ months, or at the rate of only 136 days in the year, while Babus Akrur Chandra Sen and Kali Prasanna Das failed to pay the minimum of 350 visits. In the Chittagong Division the work of Babus Rajani Kanta Sen and Baikuntha Nath Sen fell short of 350 visits to schools.

In the Patna Division Babus Budha Mal, Parmeswar Singh, Jadu Nandan Sahay, and Narayan Lal fell short of the prescribed time by 79 days, 6 days, 15 days, and 26 days respectively. The first-named officer, who is a Departmental Sub-Inspector, spent 176 days in inspection at head-quarters in addition to his 121 days on tour—a remarkable division of time which calls for explanation. In the Bhagalpur Division Daniel Biswas fell short by 16 days. In Orissa Babus Narayan Prasad Mahanti and Bhola Nath Das fell short of the prescribed minimum. In Chota Nagpur, passing over the work of the two education clerks, the officers who fell short of the minimum were Babus Pran Krishna Banerjea, Nagendra Nath Basu, Kisori Mohan Samanta, and Sital Chandra Chatterjea, the first three being short by from 10 to 14 days and the last by 33.

31. All these officers, except those who failed by two or three days only, will be called upon for an explanation of their short work through the Circle Inspectors in the case of departmental officers, or in other cases through the District Boards. The case of Departmental Sub-Inspectors in Board districts deserves consideration. They are in charge of schools in municipalities and (to some extent) of secondary schools. Much of their work is therefore confined to head-quarters; but for this portion of it, under present rules, they are allowed no credit. Unless the existing system of inspection is superseded by the transfer of all departmental officers to District Boards, I propose to give credit for days spent in inspection at head-quarters, in the proportion of one day for two or three so spent, to all such officers who attain a certain minimum (short of 200 days) of inspection in the interior of the district.

32. Notwithstanding repeated condemnations of that style of work, a considerable number of Sub-Inspectors have again signalised themselves by paying an excessive number of visits to schools—500 or 600, and in a few instances even more—in the year. Regarding 350 as a generally attainable minimum, I should be inclined to condemn a record of over 500 visits, or of more than two visits for each day on tour, as showing hasty and inefficient inspection. This has been declared more than once, but apparently with little effect.

33. I should notice a complaint that comes from the Assistant Inspector and some of the Deputy Inspectors in the Rajshahi Division, that they do not always, when on tour, get the assistance they have a right to expect from the Sub-Inspectors. S me of these officers, it is stated, have said that as Board's servants they are not called upon to go out of their way to help the superior inspecting officers of the Department in the discharge of their duties. This cannot be in accordance with the wishes of the Boards; and I may add that, in so far as such recalcitrant officers look for promotion to the Department, or to the good opinion of the higher inspecting officers, they are taking the surest step to render it impossible.

34. The foregoing exceptions apart, I am well satisfied with the work done by Deputy Inspectors and Sub-Inspectors as a body. The Deputy Inspectors whose work is specially commended have been named above. The following Sub-Inspectors have similarly been selected for special notice:—In the Presidency Division and Calcutta, Babus Priya Nath Brahmachari, B.A. (D), and Krishna Chandra Banerjea of the 24-Parganas, Babu Nabin Chandra Kar (D), of Khulna, Babu Madhu Sudan Sinha, B.A., of Murshidabad, Babus Jadunath Chaudhuri and Siris Chandra Chaudhuri of Nadia, Babu Dwarka Nath Banerjea of Nadia, now appointed Deputy Inspector of Jessore, and Babu Kiran Chandra Banerjea, B.A. (D), of Calcutta. ('D' means a departmental officer.)

In the Burdwan Division the following Sub-Inspectors did good work:—Babu Rasik Lal Das of Burdwan, Babu Nilmani Bhattacharjea of Birbhum,

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Babu Rameswar Sen (D) of Bankura (who officiated for some time as a Deputy Inspector), Babus Bholanath Samanta Rao and Syama Charan Sen of Midnapore, Babu Bijay Krishna Banerjea of Hooghly, and Babu Ram Gopal Mookerjea of Howrah. In the Rajshahi Division: Babu Jagannath Sarkar of Jalpaiguri, Babus Harihar Mitra and Dwarka Nath Ghatak of Rajshahi, Babu Ram Chandra Chakravarti of Pabna, Babu Durga Das Sur of Dinajpur, and Babus Damoda Prasad Sarkar and Gobinda Chandra Banerjea of Rangpur. In the Dacca Division: Babus Har Kumar Basu and Bhagwan Chandra Sanyal of Dacca, Babus Grish Chandra Sen and Gobinda Chandra Dutt of Faridpur, Babus Gopal Chandra Chakravarti and Mohananda Dutt of Mymensingh, and Babus Nil Kamal Mukerjea and Umes Chandra Das Gupta of Backergunge. In the Chittagong Division: Babus Mati Lal Das, B.A., and Rajani Kanta Chakravarti, B.A., of Chittagong, Babu Rajani Kanta Sen of Tippera, and Babu Kumudeswar Basu of Noakhali. In the Patna Division: Babu Bhairab Narayan (D) of Patna, who has since been appointed Deputy Inspector of Schools in Ajmir, Maulavi Kasimuddin of Patna, Babu Jamman Ram of Gaya, and especially Babu Harbans Sahai (D) of Saran. In the Bhagalpur Division: Munshi Nanku Manjhi (D) and Babu Tarak Ram Dube (D), both of the Sonthal Parganas. In the Chota Nagpur Division: Babus Sital Chandra Chatterjea and Kasi Bhusan Sen, B.A., of Manbhum, Babu Nagendra Nath Basu of Lohardaga, and Babu Mati Lal Sarkar of Palamau,—all departmental officers. In the Orissa Division: Babus Jadunath Rai (D), Raj Kumar Sen and Chandra Nath Palit of Cuttack, Jagannath Das of Puri, and Hrisikesh Rautraya (D) of the Gurjats.

35. The work done by the inspecting pandits is shown in the statement subjoined :—

Division.	Number of men employed.	Number of visits.	Average visits paid to schools by each chief guru or inspecting pandit.	
			1893-94.	1892-93.
Burdwan	54	32,907	609	175
Presidency	40	12,910	322	202
Calcutta	3	1,068	356	354
Rajshahi	39	14,823	380	307
Dacca	62	33,096	534	544
Chittagong	42	20,986	497	501
Patna	73	47,974	657	605
Bhagalpur	56	22,272	397	224
Orissa	75	42,916	572	566
Orissa Tributary Mahals ...	12	1,807	151	154
Chota Nagpur	28	9,076	324	291
Total ...	484	239,835	495	331

The total number of men employed has fallen from 750 to 484. This is explained by the general substitution of inspecting pandits for chief gurus, as ordered in the Resolution of Government (paragraph 4) on the last Report. Thus in the Burdwan Division the number has fallen from 223 to 54, the staff of inspecting pandits ranging from 4 in Howrah to 15 in Midnapore. In the Presidency Division, similarly, the number has fallen from 86 to 40. In the Khulna district six inspecting pandits were employed in place of 52 chief gurus. In the 24-Parganas there are 14 chief gurus in the non-Board areas, and 8 inspecting pandits in the Board areas. In Nadia there are no officers of either class. In Purnea there were still two chief gurus in one thana, but they are to be replaced in the current year by an inspecting pandit. In Malda 40 chief gurus have been replaced by four inspecting pandits. In two of the districts of Chota Nagpur, some of these officers are styled "inspecting gurus," but they are really inspecting pandits on low pay, as they have no pathsalas of their own to look after.

36. Thus it is only in the non-Board area of the 24-Parganas that the system of chief gurus is still maintained. The Inspector quotes (presumably with approval) a remark of the Deputy Inspector, that "the non-Board area being scattered all over the district, it was not practicable to do away with the chief guru system within that limit." This small exception is, perhaps, of no great importance; but, so far as I understand it, the reason furnished would seem to lead to an opposite conclusion. The municipalities of the 24-Parganas form an almost continuous chain to the north and the south of Calcutta, and

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these are conditions which point to the employment of peripatetic rather than of central and stationary inspectors. I will inquire into this matter hereafter.

37. The substitution of inspecting pandits for chief gurus has necessarily resulted in a large increase in the amount of school-visits paid, as chief gurus can only visit neighbouring schools on Sundays and holidays, while inspecting pandits are wholetime men. The difference in the average number of visits paid by these officers in different Divisions depends of course upon the schools being situated close together or the reverse, a difference which is illustrated by Burdwan and Patna at one end of the scale, and the Tributary States of Orissa at the other.

38. The general opinion of those concerned is decidedly in favour of the employment of inspecting pandits, having regard to the superior quality of their work, and the greater intelligence they exhibit in their dealings with schools. Further, since it is recognised as an impossible task to pass something like 50,000 primary school teachers through training schools, these inspecting pandits, many of whom have had a systematic training in the art of teaching, are of the utmost value in explaining to the gurus the proper method of their work, and in showing them by example how it should be done. To see that the pandits pay proper attention to this part of their business is one of the chief duties of the Sub-Inspectors and Deputy Inspectors under whom they are placed.

39. The qualifications of the inspecting pandits in each Division are summarised below :—

Division.	Number of inspecting pandits.	Certificates.										No certificate.
		First Arts.	Entrance.	Vernacular mastership.			Middle English.	Middle Vernacular.	Upper Primary.	Other examinations.	Read Entrance course.	
				1st grade.	2nd grade.	3rd grade.						
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	54	2	11	26	...	...	2	5	...	2	5	1
Presidency	40	..	7	11	1	...	...	8	...	...	7	6
Calcutta	3	...	1	...	1	...	...	...	...	...	1	...
Rajshahi	39	...	...	2	1	...	4	27	1	...	2	2
Dacca	62	...	...	...	4	3	...	36	...	1	6	12
Chittagong	42	...	1	8	1	...	...	21	...	2	4	5
Patna	73	...	4	28	9	9	6	9	...	2	...	6
Bhagalpur	56	...	1	24	2	4	...	11	...	...	13	1
Orissa	75	...	...	...	...	25	5	26	...	11	...	8
Orissa Tributary Mahals	12	...	...	1	...	...	3	5	...	...	...	3
Chota Nagpur ...	28	...	...	2	1	...	3	6	3	6	...	7
Total ...	484	2	25	102	20	41	23	154	4	24	38	51

In the Burdwan and Presidency Divisions, as might be expected, are found a larger proportion of inspecting pandits with English qualifications, two having passed the First Arts and 18 the Entrance examination. There is a fair, but not a sufficient, proportion of men who have passed through the training schools; but the pay offered is not always sufficient to attract men of that class. It is stated that a student with a middle school certificate is fairly competent, after gaining some experience, for the inspection of primary schools; but it is hardly probable that he can be compared in this respect with one who has learnt the art of teaching in a training school, and has taught junior classes under the eyes of some of the most experienced teachers in Bengal. I think it most important that certificate-holders from training schools should be generally appointed to these important posts; and that whenever it falls short, the scale of pay should be raised by the District Board to the necessary amount. Much also depends on the amount of supervision given to the pandit's work by the higher inspecting officers of the district; and in some instances complaints are made that Sub-Inspectors neglect this important part of their duty. This needs the close attention of District Boards, and it would be well if they were to

scrutinise carefully the work of those Sub-Inspectors who hasten from school to school so as to cover 21 miles in the day, with the object of ascertaining how much time they spend in the company of inspecting pandits, and whether they give the latter sufficient instruction in the methods of their work.

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40. *District Boards.*—The Divisional reports are remarkably unanimous in the statement that the District and Local Boards have worked in harmony with the officers of the Department, and that the advice of the Deputy Inspector of Schools is generally both asked for and followed, or at any rate fully considered. No doubt in the more advanced districts the Boards are beginning to walk alone. The Inspector of the Presidency Division writes:—"They are working in a groove of their own, without any friction with the Department." Not that the assistance of departmental officers is neglected. The Deputy Inspector of the 24-Parganas writes:—"There was scarcely a matter in which I was not consulted, and I have also the satisfaction to state that my opinion in most matters carried great weight in their disposal." In the Burdwan Division there is a growing tendency to independent action, not leading to friction, but not always tending to the interests of education. The Deputy Inspector of Mymensingh thinks "the Department was less consulted than before." Still there was no interruption of harmonious relations in any district, with the single exception of Malda, where, however, the nature of the difference is not stated. The Temporary Inspector of Orissa considers it a matter for congratulation that no trouble had taken place with the District Boards, for "from what I have seen of the working of the present system, I am of opinion that a Deputy Inspector needs very great tact to avoid occasional friction with these bodies." In some instances, chiefly in the Divisions of Burdwan, Rajshahi, and Orissa, complaints are still made of delay in the payment of school grants. The arrears fall over into the next year, and become chargeable to the allotment for the year, without any separate provision being made for them in the budget. But I find that the savings thus effected are by no means invariably re-allotted to education in the following year; and thus not only the school teachers, but the progress of education itself, suffer from the delay. Thus the Deputy Inspector of Howrah writes:—"During the year under report, Government paid to the District Board an arrear educational grant of Rs. 10,000. I recommended that at least one-half may be given to education, so that payments of rewards for the year may be made during the year. The District Board, however, allotted the whole amount to Public Works."

41. The following table shows the work of the Boards:—

District.	Number of members.	Number of meetings.	Average attendance of members at each meeting.	Remarks.
1	2	3	4	5
Burdwan ...	19	17	10	
Birbhum ...	13	13	8	
Bankura ...	15	12	8	
Midnapore ..	24	9	13	
Hooghly ...	27	15	12	
Howrah ...	11	15	7	
24-Parganas ...	25	8	11·7	
Nadia ...	21	13	12	
Murshidabad ...	21	12	13·5	
Jessore ...	25	12	18·5	
Khulna ...	17	14	11·4	
Rajshahi ...	21	12	10	
Dinajpur ...	22	20	7	
Jalpaiguri ...	17	15	6	
Rangpur ...	21	17	8	
Bogra ...	16	18	8	
Pabna ...	15	21	9	
Dacca ...	29	14	11·5	
Mymensingh ...	25	21	10·4	No quorum at five meetings.
Faridpur ...	25	16	13·6	
Backergunge ...	25	18	14	No quorum at three meetings.

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District.	Number of members.	Number of meetings.	Average attendance of members at each meeting	Remarks.
1	2	3	4	5
Tippera ...	19	21	12·5	
Noakhali ...	13	17	9·2	
Chittagong ...	19	12	7·8	
Patna ...	25	16	12·2	No quorum at one meeting.
Gaya ...	21	20	9·6	
Shahabad ...	25	11	10·8	Ditto.
Saran ...	31	12	15	
Champaran ...	17	18	7	
Muzaffarpur ...	19	12	8	No quorum at three meetings.
Darbhanga ...	25	17	12	
Monghyr ..	6	4	4	Education Committee meetings.
Bhagalpur ...	15	8	4·2	Ditto ditto.
Purnea ...	7	2	4·5	Ditto ditto.
Malda ...	5	11	4·	
Cuttack ...	21	15	8	
Balasore ...	16	14	8·2	No quorum at one meeting.
Puri ...	13	20	6·5	No quorum at two meetings.

While the general work of administration was carried on under orders of the Chairman or Vice-Chairman in consultation with the Deputy Inspector, all important matters, such as the appointment of inspecting pandits, sanctioning grants to primary or secondary schools, passing rules for the grant of rewards and prizes, framing budget estimates, the consideration of proposals coming from the Department or from local inspecting officers, the promotion of technical education, the creation of special, technical or female scholarships, and similar subjects, were dealt with at the meetings of the District Boards. The Education Sub-Committee in most cases prepared papers for the consideration of the Board, and occasionally disposed of ordinary business transferred to them by the Chairman.

42. *Local Boards.*—In the Burdwan district, the control and management of secondary as well as primary education have been transferred to the four Local Boards. This change is, in the opinion of the Inspector, not wholly satisfactory. The Local Boards at Kalna and Katwa, presided over by non-official Chairmen, seldom consulted the Deputy Inspector. In all other districts of the Division, except Midnapore, the Local Boards have been entrusted with the control of primary education. The Vishnupur Local Board in Bankura came into collision with the District Board regarding the conduct of the lower primary scholarship examination.

In the Presidency Division the Local Boards have no educational functions in the 24-Parganas and Khulna. In Nadia and Jessore the powers formerly delegated to them in respect of secondary education have been withdrawn. In both these districts, and in Murshidabad, the control of primary education has been delegated to Local Boards, but complaints of delay in passing primary school bills have been heard in the two former districts. Irregularity in the submission of the leave statements of aided school masters, of the quarterly statements of expenditure, and also of the annual reports, is noticed in the case of some of the District Boards.

In the Rajshahi Division Local Boards are entrusted with the control of primary education only, subject to final revision by the District Boards. In the Dacca Division the only District Board which has transferred primary education to Local Boards is that of Mymensingh, the Education Committee of the District Board having failed to push primary education sufficiently. The Chairman remarks, however, that the Local Boards exercised "some, though very inadequate, supervision" over primary schools. In the Chittagong Division the Tippera Board has just made over primary education to Local Boards. In the Patna Division the Shahabad Board has taken the same step. In the Bhagalpur Division the Monghyr Local Board is entrusted with the payment of primary school bills on the authority of the Deputy Inspector; while to the

Local Board of Bhagalpur have been given more extended functions, including the appointment and dismissal of inspecting pandits,—subject, however, to the concurrence of the Deputy Inspector and to confirmation by the District Board. In Orissa all the Local Boards, except the Sadar Board at Puri, have been given the control, in whole or in part, of primary education. CONTROLLING AGENCIES.

The utmost that can yet be safely intrusted, in my opinion, to Local Boards is the control of primary education, including the payment of teachers on the authority of the Sub-Inspector; the appointment or confirmation of the appointment of teachers; and the selection of backward schools for stipends. All these powers should, however, be exercised under the strict supervision of the educational officers and the control of the District Board.

43. *District Committees.*—These Committees continue to exist in the five districts of the Chota Nagpur Division, and in the Sonthal Parganas and Darjeeling. Those in Chota Nagpur discussed matters relating to the respective zilla schools, the Lohardaga Committee also considering questions in regard to the Ranchi Industrial School. The subject of the extension of primary education also received their attention. The Sonthal Parganas Committee discussed questions regarding the Dumka Zilla School and the advancement of primary education. No information has been received regarding the Darjeeling Committee. In the Chittagong Hill Tracts there is an Education Committee for the management of the Government High English School at Rangamati.

III.—UNIVERSITY EDUCATION.

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44. The returns show 11 Government Colleges, one under municipal management, 8 aided, and 16 unaided, or 36 in all. The first two classes show no change. The return of aided colleges has increased by one; La Martinière for girls, which receives a grant of Rs. 50 a month on account of its college department, having been erroneously shown in previous years as an unaided institution. There is an increase of two (14 to 16) in the list of unaided colleges; Bishop's College, Doveton College and Loretto House having now furnished returns of their college departments, while La Martinière for girls has been transferred to the aided list. The total number of college students has advanced from 5,443 to 6,240, an increase of 797 students. Nineteen of these are females. The large increase in the number of college students is explained by the high percentage that passed the Entrance Examination of 1893; the number for Bengal being 3,158 against 1,712 of the previous year, an increase of 1,446, the majority of whom took their admission into Arts Colleges in the following June. The increase in the pupils of Government colleges was 196; in aided (including municipal) colleges, 195; and in unaided colleges, 406.

45. The following table shows the comparative strength of all these institutions on the 31st March during the last five years:—

Colleges—General.	Monthly fee.	Number on the rolls at the end of the year.				
		1890.	1891.	1892.	1893.	1894.
1	2	3	4	5	6	7
	Rs.					
Government—(11)—						
First Grade Colleges—						
1. Presidency College	12	423	479	428	451	573
2. Hooghly "	6	123	156	171	162	207
3. Dacca "	6	270	305	313	213	190
4. Krishnagar "	5	83	94	101	93	93
5. Patna "	6	231	228	252	230	221
6. Ravenshaw " Cuttack... ...	4	54	77	87	68	68
7. Rajshahi "	3	79	89	96	103	138
8. Bethune School (College Department) ...	3	13	15	20	20	13
Second Grade Colleges—						
9. Sanskrit College	2 to 5	89	90	75	87*	92†
10. Calcutta Madrassa	2	27	39	48	36	45
11. Chittagong College	3	41	34	31	26	45
Total ...	...	1,433	1,606	1,622	1,489*	1,685†
	Rs.					
Municipal College—(1)—						
1. Midnapore College	5	35	50	46	39	46
Aided Colleges—						
1. General Assembly's Institution ...	5	329	353	381	376	494
2. Free Church Institution and Duff College	5	167	301	319	268	214
3. St. Xavier's College	6	235	321	197	316	389
4. London Mission College, Bhawanipur ...	5	74	65	78	83	103
5. St. Paul's School, Darjeeling (College Department)	10	19	12	15	26	18
6 Narail Victoria College	3	44	62	56	43	73
7. Uttarpara College	4	52	64	51	55	67
8. La Martinière for Girls (College Department)	8, 5 & 3	3	4	4	6	3
Total ...	...	923	1,182	1,101	1,173	1,361

* Inclusive of 50 students (38 in the Title class, 12 in the Vedic class) in the Sanskrit College.
† Inclusive of 53 students of the Sanskrit College, 5 in the Vedic class, and 48 in the Title class.

Colleges—General.	Monthly fee	Number on the Rolls at the end of the year.				
		1890.	1891	1892	1893	1894.
1	2	3	4	5	6	7
Unaided Colleges—(15)—	Rs.					
1. Metropolitan Institution	3	706	689	508	577	492
2. City College	3	317	327	454	527	644
3. La Martinière for Boys (College Department)	8, 5, & 3	5	20	8	7	7
4. Albert College	3	188	116	81	72	143
5. Ripon ,, ...	3	525	457	447	464	561
6. Maharaja's College, Burdwan ..	Free	190	220	229	192	249
7. Jagannath College, Dacca	3	219	173	265	327	292
8. Berhampore College	3	116	108	91	136	142
9. Bishop's College, Calcutta	5	...	10	11	No return	16
10. Tej Narayan Jubilee College, Bhagalpur	4 & 5	49	62	80	83	133
11 Bangabasi College	3	47	65	85	70	79
12. Rajchandra College, Barisal ...	3	27	44	63	89	96
13. Brajamohan Institution, Barisal ...	3	61	70	88	98	143
14. Bihar National College, Bankipore ..	3 & 4	25	33	51	100	127
15. Doveton College	5	...	...	...	...	21
16. Loretto House	12	...	..	..	...	3
Total ..	...	2,475	2,394	2,456	2,742	3,148
Grand Total ...	...	4,866	5,232	5,225	5,443*	6,240†

* Inclusive of 50 students (38 in the Title class, 12 in the Vedic class) in the Sanskrit College.
† Inclusive of 53 students of the Sanskrit College, 5 in the Vedic class, and 48 in the Title class.

46. Among Government colleges, the greatest increase is found in the Presidency College, which now, with an addition of 122 pupils, has a roll-number of 573, the largest in its history. Indeed, if we include those pupils on the rolls of the Sanskrit College and the Calcutta Madrassa, 76 in all, who under existing orders attend lectures in the Presidency College instead of in their own institutions, the total number under instruction in that College amounts to 649. At Hooghly there is an increase of 45, at Rajshahi of 35, while the number at Chittagong has increased from 26 to 45. The most serious loss is found at Dacca, where the numbers have declined from 313 in 1892 to 213 in 1893, and now to 190. The unaided Jagannath College hard by, which gained 62 pupils last year, now shows a decline of 35, so that the loss at the Government College has to be otherwise explained. The Principal repeats the explanation given last year, that after the transfer of Mr. Hallward two years ago, and the appointment of a Calcutta graduate in his place, large numbers of students leave the college in the second year, in order to read in Calcutta for the First Arts Examination.

47. Among aided colleges, the General Assembly's Institution has made a great stride in advance, with a roll-number of nearly 500. St. Xavier's College also shows a large increase, while the Duff College has suffered a loss of 54 students, following on a nearly equal loss last year.

Of the unaided colleges in Calcutta, the City College has now taken the most prominent place, with a roll-number of 644. The Ripon and Albert Colleges also show a large increase, while the Metropolitan Institution has suffered a serious decline. Among unaided colleges in the mufassal, the Jagannath College at Dacca, notwithstanding an actual loss of pupils, still takes the highest place in point of numbers, though the Burdwan Maharaja's College makes a good second. The Berhampore College maintains its advance of the year before; and the Bhagalpur Tej Narayan College is rapidly coming forward. The two colleges at Barisal are both prospering, the Brajamohan Institution being the more successful of the two. The Bihar National College has more than five times as many pupils as it had in 1890.

Out of the total number of 6,240 college students, 3,892 read in 18 colleges in Calcutta, and 2,348 in 18 mufassal colleges. The three colleges in Bihar have gained an accession of 50 pupils, their numbers having risen from 431 to 481. In the Orissa College there is no change.

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48. The following table compares the total number of college students at different stages of progress on the 31st December, 1892 and 1893, and on the 31st March 1894:—

Class of Institution.	Reading for F.A.			Reading for B.A.			Reading for M.A.			Total—		
	On 31st December 1892.	On 31st December 1893.	On 31st March 1894.	On 31st December 1892.	On 31st December 1893.	On 31st March 1894.	On 31st December 1892.	On 31st December 1893.	On 31st March 1894.	On 31st December 1892.	On 31st December 1893.	On 31st March 1894.
1	2	3	4	5	6	7	8	9	10	11	12	13
Government..	996	1,174	1,003	676	714	557	82	79	72	1,754*a*	1,967*b*	1,632*c*
Aided* ...	717	940	880	511	521	483	38	48	44	1,266	1,509	1,407
Unaided ...	2,055	2,661	2,358	774	822	785	18	6	5	2,847	3,489	3,148
Total ...	3,768	4,775	4,241	1,961	2,057	1,825	138	133	121	5,867*a*	6,966*b*	6,187*c*

* Including municipal.
a Exclusive of 45 students of the Sanskrit College reading for Sanskrit titles.
b Ditto 50 ditto ditto ditto.
c Ditto 53 ditto ditto ditto.

The important comparison lies between the numbers on the 31st December of two successive years, when the college classes are at their fullest point. It is seen that there is an increase of over 1,000 in the number reading for the First Arts Examination, arising, as explained above, from the much greater success of the candidates at the Entrance Examination of 1893. Though no similar cause operated at the First Arts Examination of 1893, when the number of successful candidates was less than in the previous year, yet the number reading for the B.A. degree was considerably higher in December 1893 than in December 1892. The explanation is to be found in the greater number of failed students who rejoined colleges for a further course of six months' lectures, in order to be again admissible to the examination. The number reading for the M.A. degree shows little change. Of 121 students reading in colleges for that degree on the 31st March 1894, 61 were reading in the Presidency College, 21 in St. Xavier's, 14 in the General Assembly's Institution, and smaller numbers elsewhere. The great unaided colleges of Calcutta had only five M.A. candidates among them.

49. The following table shows the expenditure in Government, aided and unaided, institutions from all sources:—

Colleges—General.	Number of pupils on the rolls on the 31st March 1894.	Average monthly roll number.	Average daily attendance.	Expenditure in 1893-94— From public funds. Provincial revenues.	From public funds. District or municipal funds.	From private funds. Fees.	From private funds. Endowments and other sources.	Total.	Cost per annum of each student— From public funds.	From private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
Government—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs A. P.	Rs. A. P.	Rs. A. P.
1. Presidency College ...	573	565	512	80,247	...	84,551	...	1,64,798	142 0 6	149 10 4	291 10 10
2. Hooghly ,,	207	221	198	28,924	...	16,274	...	45,198	130 14 0	73 10 2	204 8 2
3. Dacca ,, ..	190	225	218	31,483	...	16,154	...	47,637	139 14 9	71 12 8	211 11 6
4. Krishnagar ,, .	93	94	74	14,113	..	4,418	1,596	20,126	150 2 0	63 15 8	214 1 8
5. Patna ,,	221	266	242	35,831	...	20,286	...	56,117	134 11 3	76 4 2	210 15 5
6. Ravenshaw ,, Cuttack . ..	68	89	72	15,953	...	4,646	1,305	21,904	179 3 11	66 13 10	246 1 9
7. Rajshahi College	138	163	137	7,239	...	5,818	10,985	24,042	44 6 7	103 1 4	147 7 11
8. Bethune School (College Department) ..	13	15	12	5,387	.	543	...	5,930	359 2 2	36 3 2	395 5 4
9. Sanskrit College ...	92	89	83	24,962		1,479	..	26,441	280 7 6	16 9 10	297 1 5
10. Calcutta Madrasa ...	45	50	48	9,677		1,233		10,910	193 8 7	24 10 7	218 3 2
11. Chittagong College ...	45	44	37	6,481		1,736	80	8,297	147 4 8	41 4 4	188 9 1
Total ...	1,685	1,821	1,653	2,60,296	...	1,57,138	13,966	4,31,400	142 15 0	93 15 4	236 14 5
Municipal—											
Midnapore College .	46	49	36	1,220	53	2,567	2,024	5,864	25 15 8	93 11 1	119 10 0

Colleges—General.	Number of pupils on the rolls on the 31st March 1894.	Average monthly roll number.	Average daily attendance.	Expenditure in 1893-94. From public funds. Provincial revenues.	Expenditure in 1893-94. From public funds. District or municipal funds.	Expenditure in 1893-94. From private funds. Fees	Expenditure in 1893-94. From private funds. Endowments and other sources.	Expenditure in 1893-94. Total.	Cost per annum of each student— From public funds.	Cost per annum of each student— From private funds.	Cost per annum of each student— Total.
1	2	3	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Aided—											
1. General Assembly's Institution ...	404	482	400	7,200	...	19,382	20,256	46,838	14 15 0	82 3 9	97 2 9
2. Free Church Institution and Duff College	214	231	175	6,000	...	10,432	22,238	38,670	25 15 7	141 6 10	167 6 5
3. St. Xavier's College	389	350	264	5,400	...	16,063	13,770	35,233	15 6 10	85 3 9	100 10 7
4. London Mission College, Bhawanipur	103	100	76	3,000	...	5,177	7,729	15,906	30 0 0	129 0 11	159 0 11
5. St. Paul's School, Darjeeling (College Department)	18	22	19	1,800	...	1,980	1,990	5,770	81 13 1	180 7 3	262 4 4
6. Narail Victoria College	73	34	31	1,800	...	1,450	2,572	5,822	52 15 0	118 4 8	171 3 9
7. Uttarpara College ...	67	72	61	353	...	2,944	2,738	6,035	4 14 5	78 14 8	83 13 1
8. La Martinière College for Girls	3	5	4	600	.	Not returned.		600	120 0 0	...	120 0 0
Total ...	1,361	1,296	1,030	26,153	...	57,428	71,293	1,54,874	20 2 10	99 5 2	119 8 0
Unaided—											
1. Metropolitan Institution	492	475	Not given.	...	...	16,381	2,853	19,234	...	40 7 10	40 7 10
2. City College ...	644	626	502	...	...	19,496	775	20,271	...	32 6 1	32 6 1
3. La Martinière for Boys	7	6	6	...	...	Not separately returned.			...	...	
4. Albert College	143	109	106	...	...	3,516	..	3,516	...	32 4 1	32 4 1
5. Ripon ,, ...	561	532	495	...	...	21,678	...	21,678	...	40 11 11	40 11 11
6. Maharaja's College, Burdwan	249	258	225	...	...	...	6,838	6,838	...	22 10 0	22 10 0
7. Jagannath College, Dacca	292	309	262	...	...	10,045		10,045	...	32 4 10	32 4 10
8. Berhampore College	142	141	92	...	..	3,991	10,954	14,945	...	105 15 10	105 15 10
9. Bishop's College, Calcutta	16	16	Not given.	...	...	Money returns not furnished.			...	...	.
10. Tej Narayan Jubilee College, Bhagalpur.	133	125	84	...	...	5,160	3,228	8,388	..	67 1 8	67 1 8
11. Bangabasi College ...	79	72	61	...	...	1,237	128	1,365	...	18 15 4	18 15 4
12. Rajchandra College, Barisal	96	99	74	...	...	1,965	1,367	3,332	...	33 10 6	33 10 6
13. Brajamohan Institution, Barisal	143	158	132	...	...	2,854	..	2,854	...	18 1 0	18 1 0
14. Bihar National College, Bankipore ...	127	171	154	...	...	8,528	600	9,128	...	53 6 0	53 6 0
15. Doveton College, Calcutta	21	18	16	...	...	755	3,235	3,990	...	221 10 8	221 10 8
16. Loretto House, Calcutta, for Girls	3	3	3	...	...	432	1,200	1,632	..	543 0 0	543 0 0
Total ...	3,148	3,118	2,212	...	...	96,038	31,178	1,27,216		40 12 10	40 12 10
Grand Total ...	6,240	6,284	4,931	2,87,669	53	3,13,171	1,18,461	7,19,354	45 12 7	68 11 0	114 7 7
Grand Total for 1892-93	5,443	5,620	4,258	2,79,570	355	2,79,755	1,36,159	6,95,839	49 14 6	74 2 5	124 0 11

The total expenditure on collegiate education has increased from Rs. 6,95,839 to Rs. 7,19,354. The expenditure from Provincial revenues has increased by Rs. 8,099, and fee receipts by Rs. 33,416; while the receipts from subscriptions and endowments show a decline of Rs. 17,698. The increased receipts from fees account for a large share of this decline under subscriptions, as, for example, in the Missionary colleges, which have to make up from the funds of their Societies any deficiency in fee receipts; but there is a special decrease of nearly Rs. 9,000 under this head in the Metropolitan Institution, owing to reduction of establishment following on the death of Pundit Ishwar Chandra Vidyasagar, C.I.E., the late proprietor.

50. Under Government colleges there is an increase of Rs. 17,197 in the total expenditure, made up of Rs. 7,520 charged to Provincial revenues, and of Rs. 9,677 increased fee receipts. In the Presidency College there is an increase of over Rs. 10,000 in the receipts from fees, producing a decrease of just Rs. 8,000 in the Provincial expenditure. In other Government colleges accordingly we find an increase of Rs. 15,519 in the cost to Provincial revenues, while their combined fee receipts are practically stationary. Among the general causes of increase in the Government expenditure are to be reckoned

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exchange compensation allowances, and (as affecting not only Calcutta colleges) increased municipal taxation. Special cases of increase are those of the Dacca and Patna Colleges, where the cost to Government has advanced by about Rs. 5,000 in each case. At Dacca, the increase arises chiefly from the decline in the number of students, noticed above, and therefore in the amount of fee receipts. At Patna, where there are more European Professors, it is chiefly due to exchange compensation allowance. There is also an increase of nearly Rs. 1,900 in the cost of the Sanskrit College, explained by increased municipal taxation and by increments in salaries. In other colleges the increase is smaller; and in the Rajshahi College, where there has been a large accession of pupils, there is a corresponding decrease of about Rs. 1,600 in the Provincial expenditure.

In the case of Government colleges, it is probably true in the long run that a strong staff of Professors pays financially. Thus in the Presidency College there has been a reduction of no less than Rs. 28,721 in the cost to Government within the last two years; while within the same period at Dacca, where an opposite policy has been pursued, the Provincial expenditure on the college has increased from Rs. 18,295 to Rs. 31,483, the loss of pupils having far more than counterbalanced the reduced expenditure.

In aided colleges there is an apparent increase of Rs. 1,000 in the Government expenditure, due partly to a real increase of Rs. 400 in the grant to the Victoria College, Narail, and partly to the omission from last year's table of La Martinière for Girls, which was erroneously returned as an unaided institution. The increased number of pupils explains an increase of Rs. 8,000 in fee receipts and a decrease of over Rs. 5,000 in the income from subscriptions and endowments; the total expenditure having increased by about Rs. 3,800. The fee receipts show an increase of Rs. 6,144 in the General Assembly's Institution, and of Rs. 1,935 in St. Xavier's College, while in the Duff College there is a loss of Rs. 2,973 under this head.

In unaided colleges there is an increase of about Rs. 2,700 in the total expenditure; made up of an increase of more than Rs. 15,000 in fee receipts, again owing to an addition of 400 pupils to their roll-numbers, and a decrease of Rs. 12,400 in subscriptions. The expenditure in the Metropolitan Institution has been reduced from Rs. 31,249 to Rs. 19,234; the reduction of establishment having resulted in a loss of 85 pupils and of Rs. 3,154 fee-income, and of a saving of Rs. 8,861 in the amount contributed by the managers from college funds. In nearly every other unaided college there is both an increase in the fee receipts and a decrease under subscriptions. The chief items of increase in fees are as follows:—City College, Rs. 4,294; Ripon College, Rs. 4,268; and Bihar National College, Bankipore, Rs. 3,980.

51. The cost to Government of each student in a Government College has again decreased from Rs. 145-11-1 to Rs. 142-15. In the Presidency College there is a large reduction from Rs. 174-0-10 to Rs. 142-0-6, or of Rs. 32 a head; in the Hooghly College, of nearly Rs. 14; in the Rajshahi College, of over Rs. 23; and in the Chittagong College, of nearly Rs. 86. These are the Colleges that were noticed above as having gained a considerable accession of pupils. On the other hand, there is an increase in the cost of each pupil, in the Dacca College of Rs. 41, in the Patna College of Rs. 26, in the Sanskrit College of Rs. 18, and in the Krishnagar College of Rs. 16, due to the causes above named—an increase in the Government expenditure, or a decrease in the number of pupils, or both.

In aided colleges the total cost of education has decreased by Rs. 11-6 a head, with a saving of Rs. 1-10 in the cost to Government, and of Rs. 9-12 in the private expenditure. There is a similar decrease of Rs. 5-11 in the cost of each pupil in unaided colleges.

52. The foregoing figures are summarised, and compared with those of previous years, in the subjoined statement, showing the average cost of the education of each college student in Bengal:—

	1890.	1891.	1892.	1893.	1894.
	Rs.	Rs.	Rs.	Rs.	Rs.
Total cost ...	138	129	127	124	114
The Government share ...	55	52	52	50	46

53. FIRST ARTS EXAMINATION.—The following table shows the results of the First Arts Examination held in February 1894:—

NAME OF COLLEGE.	Number of candidates.	NUMBER PASSED IN THE— First division.	Second division.	Third division.	Total passed.
Government—					
1. Presidency College	94	17	22	15	54
2. Hooghly "	74	...	10	23	33
3. Dacca "	46	...	7	9	16
4. Krishnagar "	30	...	4	6	10
5. Patna "	103	1	4	25	30
6. Ravenshaw " Cuttack	31	1	2	2	5
7. Rajshahi "	65	..	4	20	24
8. Bethune "	4	...	...	1	1
9. Sanskrit "	15	4	2	4	10
10. Calcutta Madrassa	12	...	3	4	7
11. Chittagong College	13	...	...	...	...
Total ...	487	23	58	109	190
Municipal—					
1. Midnapore College	25	...	1	8	9
Aided—					
1. General Assembly's Institution ...	134	1	8	43	52
2. Free Church Institution and Duff College	42	2	7	13	22
3. St. Xavier's College	71	1	11	24	36
4. L. M. S. College, Bhawanipur ...	37	...	1	14	15
5. St. Paul's School, Darjeeling... ...	6	1	1	4	6
6. Narail Victoria College	25	...	5	6	11
7. Uttarpara College	36	3	6	14	23
8. La Martinière for Girls	1	...	1	...	1
Total ...	352	8	40	118	166
Unaided—					
1. Metropolitan Institution	170	1	15	48	64
2. City College	205	2	22	52	76
3. La Martinière for Boys	1	...	1	...	1
4. Albert College	75	1	5	21	27
5. Ripon "	171	2	14	60	76
6. Maharaja's " Burdwan	83	1	12	13	26
7. Jagannath " Dacca	203	2	9	19	30
8. Berhampore "	53	...	1	17	18
9. Tej Narayan Jubilee College, Bhagalpur	40	...	5	8	13
10. Bangabasi College	41	1	5	17	23
11. Rajchandra " Barisal	41	...	5	16	21
12. Brajamohan Institution, Barisal ...	66	1	8	30	39
13. Bihar National College, Bankipore ...	97	...	6	34	40
14 Doveton College, Calcutta	10	...	..	2	2
15. Loretto House, College Department	1	...	1	...	1
Total ...	1,257	11	109	337	457
Teachers	58	...	...	4	4
GRAND TOTAL FOR 1893-94 ...	2,179	42	208	576	826
GRAND TOTAL FOR 1892-93 ...	2,216	41	169	620	830

54. The general results, it appears, did not differ greatly from those of the preceding year, whether in the number of candidates or in the proportion that passed the examination.

The general proportion of success was 38 per cent. of the candidates. Those colleges that passed more than half their number were the Presidency College, with which may be included the students of the Calcutta Madrassa, who attend lectures at the Presidency; the Sanskrit College, with a satisfactory number passing in the first division; the Duff College, St. Xavier's, the Uttarpara College, the Bangabasi College, and the two Colleges at Barisal. To these must be added the four institutions for Europeans, namely, St. Paul's, Darjeeling, La Martinière for Boys, La Martinière for Girls, and Loretto House; from these there was not a single failure.

55. The Government Colleges from which less than one-third of their candidates passed were the following:—The Patna College, with 29 per cent., more than half the candidates having failed in history, not usually a "plucking" subject, but on this occasion fatal to nearly half out of the whole number of

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candidates examined by the University; the Ravenshaw College, Cuttack, with 16 per cent., two-thirds of the candidates having failed in English, with corresponding failures in other subjects; the Chittagong College, where all the 13 candidates failed in English, though the failures in other subjects were singularly few; and the Bethune College, from which only one of the four young ladies passed, three having failed in English and two in mathematics. The Head Master of the Chittagong College states that there has been a great deal of sickness among his students during the year; and indeed I am disposed to regard the wholesale failure of the present year as being what may be called "accidental," since in the two previous years, with but little change in the staff, the proportion of successful candidates at Chittagong was very much higher than the general average for the University. Only one of the Chittagong candidates failed on this occasion in mathematics, and three in history: in every other subject, English excepted, all the candidates passed. The ill-success at Chittagong and Cuttack, and in a smaller degree at Patna, is none the less to be deplored, since it tends to depress and discourage higher education in those less advanced parts of the Province in which we have every desire and motive to push it forward.

56. The success of the Uttarpara College is very satisfactory. It takes the lead in this respect among aided colleges, passing 64 per cent. of its candidates, three of them in the first division. The Bangabasi College of Calcutta, which takes a high place among unaided colleges, is managed by a passed agricultural scholar from Cirencester, who is its proprietor and Principal. The success of the two colleges at Barisal shows that there is apparently room for both to do useful work. The Jagannath College at Dacca occupies a somewhat singular position. It sent up 203 candidates, the largest number in the list with one exception, but only 30 of them, or 15 per cent. passed, though two of the successful candidates were placed in the first division.

57. The table below shows the distribution of the 52 senior scholarships. The two special scholarships, one of the first and one of the second grade, reserved for girls were gained by candidates from Loretto House, Calcutta, and La Martinière for Girls :—

Colleges.	First grade, Rs. 25 a month.	Second grade, Rs. 20 a month.	Total.
Government—			
1. Presidency College	6	5	11
2. Hooghly "	...	1	1
3. Dacca "	...	1	1
4. Krishnagar "	...	1	1
5. Patna "	...	3	3
6. Ravenshaw " Cuttack ...	...	2	2
7. Rajshahi "	...	1	1
8. Sanskrit "	1	...	1
Total ...	7	14	21
Aided—			
1. Duff College	...	1	1
2. St. Xavier's College ...	...	1	1
3. La Martinière for Girls ...	...	1*	1
4. Uttarpara College ...	1	6	7
5. Narail Victoria College ...	...	2	2
6. St. Paul's, Darjeeling ...	...	2	2
Total ...	1	13	14
Unaided—			
1. Metropolitan Institution ...	1	...	1
2. City College	...	2	2
3. Ripon "	...	1	1
4. Loretto House	1*	...	1
5. Bangabasi College ...	1	...	1
6. Berhampore " ...	...	1	1
7. Burdwan Raj " ...	...	1	1
8. Tej Narayan Jubilee College, Bhagalpur	...	1	1
9. Brajamohan Institution, Barisal	...	2	2
10. Jagannath College, Dacca ...		4	4
11. Bihar National, Bankipore ...	...	2	2
Total ...	3	14	17
Grand Total ...	11	41	52

* Special scholarships for girls.

58. The ten scholarships of the first grade open to male students are awarded on an unrestricted competition; and the Presidency College as usual carried off a large number. It is a great credit to smaller colleges like the Sanskrit College, the Bangabasi College, and the Uttarpara College, to have succeeded in this severe competition. The 40 second-grade scholarships are distributed amongst the different Divisions of Bengal, a certain number being allotted to each in some proportion to the number of their colleges and their advancement, the distribution being revised from time to time; so that in these cases the competition is restricted. As there are 50 scholarships for male students and (in 1894) only 42 candidates passing in the first division, it follows that many scholarships are given to second-division men, while some of those who pass in the first division are, owing to the limitation of scholarships to particular tracts, left out in the cold. Thus in 1894, of the 50 scholarships, 29 and 21 were given to candidates passing in the first and second divisions respectively; and 13 others who passed in the first division gained no scholarship. The principle of territorial restriction has been contested on that ground; but there is no doubt that if the competition were perfectly free, a disproportionate number of scholarships would fall to metropolitan students, adding unduly to the educational advantages they already enjoy in comparison with students in the districts. Thus, of the six scholarhips allotted to the Patna and Bhagalpur Divisions, three fell to the Patna College, two to the Bihar National College, Bankipore, and one to the Tej Narayan College, Bhagalpur. There were better candidates elsewhere who gained no scholarships; but there is no doubt that education in Bihar is promoted, and students in Bihar encouraged, by a distribution which gives the best of them a fair chance of winning scholarships. The Calcutta colleges have ten scholarships of the second grade allotted to them, as befits their number and importance; but they hardly need any further encouragement.

59. The present distribution of second-grade scholarships, referred to in the last paragraph, is the following:—

Calcutta	10
Presidency Division	4
Burdwan "	8
Rajshahi "	3
Dacca and Chittagong Divisions ...	7
Patna and Bhagalpur " ...	6
Orissa Division	2
	40

The Uttarpara College gained six out of the eight scholarships allotted to the Burdwan Division, in addition to one of the first grade; an unprecedented success. In the Dacca Division, out of seven scholarships, the Jagannath College gained four, and the Brajamohan Institution at Barisal gained two. St. Paul's School, Darjeeling, gained two of the three scholarships allotted to the Rajshahi Division, the third falling to the Rajshahi College. In Orissa there is no competition among colleges, and the two scholarships allotted to that Province fell to students of the Ravenshaw College. Outside the Presidency College, which, in addition to six first-grade scholarships, secured five of the ten second-grade scholarships assigned to Calcutta, the Government colleges on the whole fared badly in the competition. In the award of 1893 they gained 29 second-grade scholarships, and 19 in that of 1892; this year the number fell to 14, the lowest, I believe, on record. The result is in one sense highly satisfactory, as showing how rapidly the colleges under private management are making way, at any rate as regards the standard of the First Arts Examination.

60. On the results of the last F.A. Examination, the following senior Mohsin scholarships and special Government scholarships for Muhammadans were awarded:—

	Number of scholarships.	Monthly value. Rs
Senior Mohsin scholarships ...	1	16
Ditto ditto ...	2	14
Ditto ditto ...	2	12
Senior Government scholarships ...	10	10
Ditto ditto ...	10	7

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Three endowed scholarships (the Darbhanga scholarship of Rs. 10, Syed Kazi Reza Husain's scholarship of Rs. 11, and the Central National Muhammadan Association's scholarship of Rs. 15) were also awarded to Muhammadan candidates.

61. Of the 52 scholars, 29 have chosen the A course for the B A. Examination, and 20 the B course; while two have joined the Medical and one the Civil Engineering College. Again, 19 have taken their scholarships to the Presidency College, and 18 to colleges in Calcutta under private management; of those that are held in the mufassal, 8 have been made tenable in Government and 7 in private colleges.

62. B.A. EXAMINATION.—The following table gives the results of the B.A. Examination of February 1894:—

COLLEGES.	A COURSE.					B COURSE.					TOTAL.				
	Candidates.	Honours, 1st division.	Honours, 2nd division.	Pass.	Total passed.	Candidates.	Honours, 1st division.	Honours, 2nd division.	Pass.	Total passed.	Candidates.	Honours 1st division.	Honours, 2nd division.	Pass.	Total passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Presidency College	80	8	15	33	(a)56	65	6	23	14	(f)43	145	14	38	47	99
2. Hooghly " ..	33	.		11	11	20		4	2	(g)6	53		4	13	17
3. Dacca " ..	71	...	3	19	22	6		1		1	77	..	4	19	23
4. Krishnagar "	14	.	.	3	3	8		.	2	2	22	...		5	5
5. Patna "	67	2	2	15	(b)19	18	..	1	5	6	85	2	3	20	25
6. Ravenshaw " Cuttack	20		...	5	5	9		..	2	2	29			7	7
7. Rajshahi " ..	11	...	..			9	.	...	2	2	20			2	2
8. Bethune " ...	2	..	1		1	..		.		...	2	..	1		1
Total ..	298	10	21	86	117	135	6	29	27	62	433	16	50	113	179
Aided—															
1. General Assembly's Institution .	107	...	7	43	(c)50	45		5	8	13	152		12	51	63
2. Free Church Institution	75	1	4	26	(d)31	3	.	...	1	1	78	1	4	27	32
3. St Xavier's College ..	35	..	1	14	(e)15	33	...	1	3	4	68	.	2	17	19
4. London Missionary Society's College, Bhawanipur.	6	...		3	3	...	..	...			6	..	..	3	3
5. St. Paul's School, Darling	2	1	1		2	2	.	...	1	1	4	1	1	1	3
6. Victoria College, Narail	5	..		3	3			..	..		5	..		3	3
Total	230	2	13	89	104	83	.	6	13	19	313	2	19	102	123
1. Metropolitan Institution ...	118	1	3	27	31			...			118	1	3	27	31
2. City College ..	60	...	.	15	15	90	.	6	22	28	150	...	6	37	43
3. Ripon " ...	126	...	3	48	51	31	.	...	6	6	157	...	3	54	57
4. Berhampore "	29		...	15	15	...	...	...	.	...	29	...	.	15	15
5 Tej Narayan College, Bhagalpur	31	1	3	3	7	...	..	...	.	..	31	1	3	3	7
6. Rajchandra College, Barisal ..	11	...	...	3	3	...	...	.	.	..	11	...	...	3	3
7. Bihar National College	9	.							..	.	9				
Total ...	384	2	9	111	122	121	.	6	28	34	505	2	15	139	156
Teachers	80	..		22	22	16*			4	4	96			26	26
Total for 1893-94 ..	992	14	43	308	365	355	6	41	72	119	1,347	20	84	380	484
Total for 1892-93 ...	987	7	37	165	209	220	..	28	64	92	1,207	7	65	229	301

(a) Seven took honours in two branches and one in three branches.
(b) One took honours in two branches.
(c) Ditto ditto ditto.
(d) One took honours in two branches.
(e) Ditto ditto ditto
(f) Nine took honours in two branches.
(g) One took honours in two branches.

The total number of candidates was higher than in the previous year, the increase being confined to the B course; and the proportion of successful candidates rose from 25 to 36 per cent. Of 992 candidates in the A course, 37 per cent. passed against 21 per cent. in 1893; while of 355 candidates in the B course, 33 per cent. passed against 42 per cent. in 1893. In the A course the highest place is taken by the group of aided colleges, which passed 45 per cent. of their candidates, while from Government colleges 39 per cent. passed, and from unaided colleges 32 per cent. In the B course 46 per cent. passed from Government colleges, against 23 and 28 per cent. from aided and unaided colleges respectively.

63. In Government colleges (percentage of success 41; A course 39, B course 46) the highest place is taken by the Presidency College, which indeed heads the list of all institutions, with 68 per cent. of its candidates successful; 70 per cent. in A and 66 per cent. in B. These figures afford ground for the conclusion not only that the instruction is equally efficient in both departments, but also that the University standards are, or at the last examination were,

of equal difficulty in both—a result which has long been the object of desire. I say they afford ground for that conclusion, even though it is not borne out by the results of the same examination in other colleges, or groups of colleges. The Presidency College offers a wide field for such a comparison as this; the material on which it works is of a fairly homogeneous character in the two alternative courses, and in the process of instruction it comes under very similar conditions. Consequently, if the results of examination turn out to be nearly the same, the fact tends to show the practical equality of the two standards much more conclusively than any argument derived from a narrower field, or from a combination of dissimilar materials and conditions.

Indeed, if the Government colleges are taken separately, much the same result emerges. Thus in the Hooghly College the percentage of success is 32, 33 in A and 30 in B; in the Krishnagar College 23, 21 in A and 25 in B; in the Patna College 30, 28 in A and 33 in B; in the Ravenshaw College 24, 25 in A and 22 in B. In the Dacca College there is a wider divergence; the general percentage is 30, but of 71 candidates in A 31 per cent. passed, while of 6 candidates in B only 17 per cent. passed. The small number of candidates in the B course, and the poverty of the results, may be explained by the inadequate provision hitherto made for the teaching of science at Dacca; and it may fairly be hoped that in the new laboratory, the construction of which at an approximate cost of Rs. 40,000 His Honour the Lieutenant-Governor has just sanctioned, students will find both greater inducements to study the B course and greater facilities for succeeding in it.

64. In aided colleges (percentage of success 39; 45 in A and 23 in B), the results in the two courses are widely different. There are two colleges of this class in which science is taught to any considerable extent, the General Assembly's Institution and St. Xavier's. In the former, 47 per cent. passed in A and 29 per cent. in B. In the latter, 43 per cent. passed in A and 12 per cent. in B. The results for the unaided Ripon College are much the same, 41 per cent. passing in A and 19 per cent. in B. The unaided City College of Calcutta occupies a unique and distinguished position in regard to the teaching of science—one which, in fact, it has held for the last two or three years. Not only was the number of candidates for the B course greater than for the A (90 against 60), but the percentage of success was also greater (31 against 25).

The steady progress of instruction in physical science among the aided and unaided colleges of Bengal affords indeed much ground for satisfaction. The number of students taking up the B course from these colleges largely exceeds that from Government colleges, which until recent years had a practical monopoly of instruction in science; while the number who pass in this course is gradually approaching that from Government colleges. The latter, however, still take the highest place in the list of honours, in the B course especially. From the Presidency College came all the six first-class honour men in the B course, and 8 out of 14 in the A course. Altogether 52 students from the Presidency College passed with honours, and 47 without honours; they also gained the first place in English, Mathematics, Philosophy, Sanskrit, History, Physics and Chemistry, and Geology. The Patna, Hooghly, and Dacca Colleges, the General Assembly's Institution and the Duff College, and the Metropolitan, City and Tej Narayan Colleges, also did well in the honours examination. St. Paul's School, Darjeeling, sent up four candidates, of whom three passed, one with first class honours and one with second.

65. On the results of the B.A. Examination the endowed scholarships on the foundation of the Presidency College were awarded to the students named below:—

Name of scholar.	Name of scholarship	Monthly value of scholarship.
Hari Prasanna Mukerjea ...	Burdwan scholarship	50
Priya Nath Sen ..	Dwarka Nath Tagore scholarship ...	50
Murulidhar Ray Chaudhuri ...	Bird scholarship	40
Kshitis Chandra Sarkar	Ryan scholarship	40
Hemanta Kumar Raha	Hindu College foundation scholarship ...	40
Hrisi Kesh Chandra	Ditto ditto ...	40
Sarasi Lal Sarkar	Gopi Mohun Tagore scholarship ...	30
Anath Nath Chaudhuri	Hindu College foundation scholarship ..	30
Satis Chandra Biswas	Ditto ditto ...	30
Phanindra Nath Mukerjea ...	Ditto ditto ...	30
Mohit Kanta Sen	Ditto ditto ...	30

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The Laha graduate scholarship of Rs. 40 a month, for a student reading for the M A. degree in science, was awarded to Bijay Nath Sirkar, B.A., of the Presidency College.

The two Mohsin graduate scholarships of Rs. 25 a month were awarded to Abdul Majid, B.A., of the Patna College and Muhammad Amir, B.A., of the Tej Narayan College, Bhagalpur. Three Madrassa graduate scholarships of Rs. 20 a month were awarded to A. K. Fuzlul Haq, Nuruddin Ahmad, and Syed Husain Ali, all of whom passed the last B.A. Examination from the Presidency College, after passing the F.A. Examination from the Calcutta Madrassa. All these scholarships are awarded to students reading for the M.A. degree.

66. M.A. EXAMINATION.—The following table shows the results of the M.A. Examination held in November 1893 :—

COLLEGES.	ENGLISH.		LATIN.		SANSKRIT.		ARABIC.		PERSIAN.		HISTORY.		PHILOSOPHY.		MATHEMATICS.		CHEMISTRY. (A)		PHYSICS. (B)		PHYSICS. (C)		PHYSICS. (E)		TOTAL.	
	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Government Colleges.																										
1. Presidency College	32	12	...	...	...	..	...	...	...	...	...	...	6	2	6	3	6	6	...	...	6	6	...	...	56	29
2. Ravenshaw " Cuttack.	2	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	2	..
3. Sanskrit College		...	...	...	5	4	..	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	5	4
4. Dacca "	2	.	...	...	...	..	...		...	...	...	...	...	...	...		...	...	..	...	1	1	...	...	3	1
Total ...	36	12	...	...	5	4	.	.	...	...	.	...	6	2	6	3	6	6	...	..	7	7	...	...	66	34
Aided Colleges—																										
1. General Assembly's Institution.	7	5	...	...	...	.	...	...	...	...	...	...	...	..	6	5	...	...	...	...	...	...	...	...	13	10
2. Free Church Institution and Duff College.	.	..	...	...	..	.	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...
3. St. Xavier's College	1	.	...	...	...	..	...	...	...	...	...	...	.	...	..	...	...	..	...	..	...	...	...	...	1	
Total ...	8	5	..	...	...	...	...	...	...	...	..	..	1	...	6	5	...	...		..	...	...	...	...	15	10
Unaided Colleges—																										
1. Metropolitan Institution.	7	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	3
2. City College ..	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	3	1	...	...	...	...	3	1
Total ...	7	3	...	...	...	..	...	...	...	...	...	...	...	..		...	...	...	3	1	...	...	...	...	10	4
Private students. .	25	3	...	...	1	.	..	...	...	...	...	...	6	4	2	...	...	...	...	...	...	...	1	1	35	8
Teachers ...	1	...	...	...	...	...	...	...	...	...	...	...	2	1		...	...	..	...	...	...	...	...	.	3	1
GRAND TOTAL FOR 1893-94.	77	23	...	...	6	4	...	...	...	...	...	...	15	7	14	8	6	6	3	1	7	7	1	1	129	57
GRAND TOTAL FOR 1892-93.	77	33	1	1	2	1	1	1	1	1	3	1	9	1	10	4	3	3	7	4	4	4	...	...	118	54

There has been no great change in the last three or four years either in the number of candidates or in the number passing. The leading place is taken by the Presidency College, but the General Assembly's Institution was also very successful at this examination. It is necessary to explain, with reference to the subdivisions of the subject of Physics in the University course, that "Physics (B)" includes Heat, Electricity, and Magnetism as principal subjects, with Light and Sound as subsidiary subjects, "Physics (C)" includes Light and Sound as principal subjects with the other three as subsidiary subjects, and "Physics (E)" includes Physiology and Zoology.

67. PREMCHAND ROYCHAND STUDENTSHIP EXAMINATION.—For the first time in the history of the University, the studentship was awarded to a lady, Miss Florence Holland, M.A., who has thus crowned a distinguished academical career by winning the highest distinction which the University has to bestow. The examination for 1893 was in literary subjects; and the examiners reported that Babu Satis Chandra Banerjea, M.A., the only other candidate, had manifested a standard of proficiency which would have qualified him also for the studentship.

68. COLLEGE REPORTS.—In the following paragraphs are summarised the more interesting particulars furnished by the Principals of colleges, omitting matters already touched upon.

Presidency College.—Mr. W. Griffiths was Principal throughout the year. Mr. A Pedler was absent for nearly six months, first on privilege leave,

and afterwards on deputation as Meteorological Reporter with the Government of India; and Mr. P. Mukerji acted as Professor of Chemistry in his absence. Mr. A. M. Nash was placed on special duty with the Government of India for six months, for the compilation of the Quinquennial Review of Education in India; and was afterwards on privilege leave for two and a half months. From June 1893 two additional lecturers, Babu Nilkantha Mazumdar, M.A., and Babu Binayendra Nath Sen, M.A., were appointed to the College, in consequence of the large increase in its numbers and the necessity of dividing classes into sections. Mr. M. Prothero was appointed to be a Professor in this College in January 1894, but he continued to act as Inspector of Schools until nearly the close of the year.

The new chemical laboratory was finally completed, with all its fittings, shortly after the close of the year, and is now in full work. The fittings are on an elaborate and finished scale, including engines for ventilation, for the supply of currents of air and other necessary purposes; and the appliances for practical work are on a par with those of good modern laboratories in Europe. The library, which was placed under the supervision of Mr F. J. Rowe, is now in excellent condition. During the year 226 volumes were added to it, and the whole stock of books was carefully rearranged. The annual speech-day, consisting of dramatic performances and recitations, which was inaugurated by His Honour the Lieutenant-Governor in 1892, took place on the 21st December 1893. A good deal of interest was taken, both by the students and by Mr. Rowe and Mr. Wilson among the Professors, in making the necessary preparations for the occasion; and the performances of the students were pronounced a decided success. Sir Charles Elliott, who was present, addressed some encouraging remarks to the students, and generously renewed his offer of a gold medal for the best oration in the current year. The medal for 1893 was awarded to Bhupendra Nath Mittra of the fourth-year class, whose essay on "The relative advantages of a literary and a scientific course of study" was adjudged the best As in the previous year, the gymnastic class continued to be compulsory for first-year students, with the exception of those who were physically unfit for the exercises, or who lived too far from the College to attend the class. The plot of ground on the Maidan, reserved for the College by the Commissioner of Police, was regularly used for cricket, lawn-tennis, and foot-ball. A grant of Rs. 125 was made by Government for these purposes. The general discipline of the College was maintained at a high standard; and there was no case of serious misconduct throughout the year.

Hooghly College.—Mr. W. Booth was Principal throughout the year. Mr. P. Mukerji, Professor of Chemistry, went on deputation to the Presidency College for three months, *vice* Mr. A. Pedler, in August 1893. Mr. D. N. Mallik was appointed in his place, and remained for some time as lecturer after Mr. Mukerji's return to duty. He has now been transferred to Patna.

The cricket and foot-ball clubs attached to the College made satisfactory progress. Four foot-ball and two cricket matches were played during the year. Mr. Booth, himself a fine cricketer, writes:—"I played a deal of cricket last cold season with the students, and some of them made considerable progress. It is well to remember, however, that cricket is a game not easily learnt,—I was going to say by a Bengali; but that is not what I wish to say, for it is not the whole truth. The fact is, even Britishers themselves do not easily learn the game; it takes a lot of time, labour, and patience to learn the fine old game. Mr. Foley, the well-known wicket-keep and Cambridge Blue, very kindly brought from Calcutta a team of Europeans, and I need scarcely say the home side was beaten; but we all had, I believe, a good day, and fairly good sport." The want of a fence round the play-ground is much felt.

The number of boarders on the rolls of the Hindu Hostel attached to the College on the 31st March 1894 was 56 against 74 Discipline was well maintained through the co-operation of the monitors with the Superintendent. In the Muhammadan Hostel the number of boarders was 74 against 85.

Patna College.—Mr. A. Ewbank was Principal throughout the year. Cricket, foot-ball, and lawn-tennis were vigorously practised. Cricket matches were arranged between the College team and the soldiers at Dinapore or other local teams. In these matches the college held its own. The want of a play-ground, noticed in the last report, continues to be felt. Kazi Syed

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Reza Hussain founded a new scholarship in connexion with the College to commemorate the visit to this country of the late Prince Albert Victor.

Rajshahi College.—M. W. B. Livingstone was the Principal. The gymnastic class continues to be popular; the number on the rolls on the 31st March, 1894 being 612 against 650 in the preceding year. The foot-ball, lawn-tennis, and cricket clubs attached to the College did well. In December 1894, the Rajshahi College played an inter-collegiate cricket-match at Krishnagar against the local College, which resulted in a victory for the former. In January 1894, the Rajshahi College gained a similar victory over a European eleven of Rampur Boalia. The Hindu boarding-house, intended to accommodate 40 pupils, was to be shortly completed. This will remove a long-felt want. Discipline was well maintained by fines alone, and there was no need to have recourse to corporal punishment. One Muhammadan student of the Law Department was rusticated, and two Madrassa students were expelled for immorality.

Krishnagar College.—Compulsory drill was introduced into the College by the Principal, Mr. W. Billing, in March 1893, but has not become popular. A good deal of foot-ball is played; but the College cannot hold its own against the training-school team, which has the advantage of the Rev. E. T. Butler's close attention and active coaching. There is a hostel attached to the College, containing about 40 inmates.

Dacca College —Mr. A. C. Edwards was in charge of the College throughout the year. Cricket, foot-ball, and lawn-tennis were played regularly by a large number of students. The Raj Chandra Hindu Hostel contributed to the maintenance of discipline and good conduct. The Principal notices with regret the death of Babu Pratap Chandra Das, a zamindar and banker of Dacca and the founder of the hostel, which is named after his late father Besides making the munificent contribution of Rs. 600 a year towards the maintenance of the hostel, the deceased gentleman was ever ready to supplement it by occasional grants in times of scarcity or other similar difficulties.

Ravenshaw College, Cuttack.—Mr. N. L. Hallward continued to be in charge of the College. Discipline was well maintained. One Bengali and one Muhammadan student were found guilty of tampering with the register of the College athletic club, and were punished, the former by a fine and expulsion from the club, and the latter by rustication for ten weeks and also a fine. The College has an attached hostel. Two cricket matches were played during the year. The first, which was played in the Christmas week against the Cuttack club, representing the full strength of the English residents, reinforced by all the best players of the surrounding districts and visitors from Calcutta, resulted in a defeat for the College team. A similar result attended the second, which was played against an eleven of European boys and youths, assisted by the best sepoy cricketer of the 19th Madras Infantry; the College eleven playing without any assistance. The science laboratory building, which was completed at the close of the year, was to be provided with fittings and appliances in time for the commencement of lectures in June.

Bethune College.—Miss C. M. Bose continued to be in charge of the College as Lady Superintendent. The Padmavati medal was awarded at the last Convocation of the University to Miss Surabala Ghose, B.A. The number of boarders on the 31st March 1894 was 33, as against 27 in the previous year. Of these, 27 were Brahmos, five Bengali Christians, and one a Hindu. The tennis-ground was more or less utilised. Good health and good conduct prevailed in the College throughout the year. The Ladies' Vidyasagar Memorial Committee in Calcutta made over a sum of Rs. 1,670 for the establishment of a scholarship tenable for two years in the Bethune College, and awardable to a Hindu girl preparing for the Entrance Examination.

Sanskrit College.—Mahamahopadhyaya Mahesh Chandra Nyayaratna, C.I.E., continued to be Principal. There were no serious breaches of discipline during the year. Mr. McDowell, a retired military sergeant, taught drilling two days a week to the junior boys of the school department. There is no gymnastic class attached to the College.

Chittagong College.—Babu Abinash Chandra Chatterjea, B.A., was Principal. The gymnastic class is not popular; but the boys take part in cricket, lawn-tennis and foot-ball among themselves, and also in inter-school matches. Steps

are being taken to improve the play-ground within the College compound. The project of a boarding-house in connexion with the College is approaching settlement. A site has been selected, and steps are bring taken to acquire it under the provisions of the Land Acquisition Act. A sum of Rs. 3,355 has been subscribed for the purpose, of which the most part has been collected.

Midnapore College.—There has been a fall in the roll-number of the gymnastic and drill classes, while the boys have shown a greater liking for foot-ball, cricket, and indigenous sports. Four of the boys competed at the Calcutta athletic sports held on the 10th March 1894, and one of them won a prize for the quarter-mile race. Additions were made to the physical and chemical laboratory of the College at a cost of Rs. 857. There was no noticeable instance of breach of discipline during the year.

General Assembly's Institution.—An athletic club was started at the beginning of the cold season, and much enthusiasm is said to have been displayed. Two of the students, on being fined for misconduct, took transfer immediately. A subsequent attempt to disturb the discipline of the College was checked by the firmness of the authorities.

A census taken of the housing of students reveals the following interesting facts:—

1st-year students	living in	messes, hostels &c.	...	34 per cent.
2nd-year	ditto	ditto	...	59 ,,
3rd-year	ditto	ditto	...	62 ,,
4th-year	ditto	ditto	...	66 ,,

From the above it appears that students from the mufassal gravitate towards Calcutta in an increasing degree as their studies advance.

Duff College and Free Church of Scotland Institution.—Considerable alterations were made in the College buildings, with a view to providing accommodation for the science class.

St. Xavier's College.—The College had the distinction this year of winning the Trades' challenge cup in a general competition of the schools of Calcutta. A large number of the students are members of the cricket, foot-ball, and athletic clubs, either in the College itself or as members of outside teams.

L. M. S. Institution, Bhawanipur.—A barrack building originally intended for use as a hostel, but occupied for some years as a family residence, has been restored to its original use as a boarding-house for Christian pupils. An additional play-ground will become available by the filling up of a tank in the compound now in progress.

Doveton College.—After a suspension of three years, the first and second year college classes were re-opened in June 1893. Through the liberality of His Highness Sir Bir Shamsher Jang Bahadur, K.C.S.I., an ex-student of the Doveton College, the institution has been provided with a complete set of scientific apparatus at a cost of Rs. 1,200.

La Martinière—Did well, both in the cricket and foot-ball matches of Calcutta. In the former it won for the third time the Junior Harrison Shield. In the Rugby game, out of 13 matches it won 8, and in the Association game, out of 16 matches it won 7.

St. Paul's, Darjeeling.—The additions made to the boarding-house provide sleeping accommodation for 85 boarders, thus allowing the full space required by the Code of Regulations for European schools. At the cricket matches which took place at the end of last year with the leading clubs in Calcutta, St. Paul's was represented by a strong eleven which won three out of five matches St. Paul's team also succeeded in defeating at Darjeeling the station, the Military, and St. Joseph's team.

Narail Victoria College.—The old thatched boarding-house was burnt down by fire during the year; and a pucka house, providing accommodation for 100 boarders, is being erected by the zamindars of Narail on a healthy site on the river Chitra.

Burdwan Raj College.—The gymnastic class is not very popular; but boys are fond of indigenous games, foot-ball, and cricket. A play-ground in the vicinity of the College is a great need.

Tej Narayan College, Bhagalpur.—The taste for athletic exercises is spreading under the auspices of a local association, "The Society for the Higher Training of Young Men."

IV.—SECONDARY EDUCATION.

SECONDARY EDUCATION.

69. The statistics of secondary schools for native boys for the past two years (European schools being excluded from this section) are compared in the subjoined statement:—

	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
High English—				
Managed by Government	48	13,955	48	13,397
Do. by District or Municipal Boards	9	2,434	9	2,397
Aided by Government or by District or Municipal Boards	168	26,719	168	25,842
Unaided	130	33,350	136	34,046
Total ...	355	76,458	361	75,682
Middle English—				
Managed by Government ...	4	694	4	662
Do by District or Municipal Boards	18	1,169	18	1,536
Aided by Government or by District or Municipal Boards	607	42,661	626	44,141
Unaided	212	13,590	221	13,911
Total ...	841	58,414	869	60,250
Middle Vernacular—				
Managed by Government	33	2,637	33	2,705
Do by District or Municipal Boards	150	8,566	151	8,515
Aided by Government or by District or Municipal Boards	810	44,551	808	43,102
Unaided	137	7,644	151	8,482
Total ...	1,130	63,398	1,143	62,804
GRAND TOTAL ...	2,326	198,270	2,373	198,736

Secondary schools of all classes for native boys taken together have advanced from 2,326 to 2,373, or by 2 per cent., and their pupils from 198,270 to 198,736, or by ·23 per cent. High English schools show an increase of six schools, but their pupils have declined by 776; middle English schools have increased by 28 and their pupils by 1,836; middle vernacular schools have increased by 13, while their pupils have decreased by 594.

70. The following table shows in detail the attendance and expenditure in all classes of secondary schools for native boys:—

Class of Schools.	Number on the rolls.	Number of pupils on the rolls on the 31st March 1894.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure: From public funds. Provincial revenues.	Expenditure: From public funds. District funds.	Expenditure: From public funds. Municipal funds.	Expenditure: From private funds. Fees, &c.	Expenditure: From private funds. Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
High English					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	48	13,397	13,043	10,339	1,63,566	...	650	2,58,560	13,021	4,65,797
Do by District or Municipal Boards	9	2,397	2,335	1,754	4,372	.	4,729	42,443	3,420	54,964
Aided by Government or by District or Municipal Boards	168	25,842	25,309	18,911	80,508	1,708	7,987	3,06,991	99,512	4,96,706
Unaided	136	34,046	33,468	2 ,823	.	..		4,47,031	1,53,910	6,00,941
Total ..	361	75,682	74,155	56,827	2,48,446	1,708	13,366	10,85,025	2,60,863	16,18 408
Middle English.										
Managed by Government	4	662	664	548	5,716		600	5,938	..	12,254
Do by District or Municipal Boards	18	1,536	1,438	1,110	...	5,969	492	7,239	2,528	16,248
Aided by Government or by District or Municipal Boards ...	626	44,141	42,326	32,512	30,939	1,16,230	5,829	1,97,388	1,80,204	5,30,599
Unaided	221	13,911	13,015	10,031	..	..		41,609	60,768	1,02,437
Total ..	869	60,250	57,443	44,201	36,655	1,22,228	6,921	2,52,234	2,43,500	6,61,538

Excludes Schools for Europeans.

REFERENCES.

Percentages of Boys of a School-going age at School—

Class 1.	10 per cent. and upwards	
,, 2.	5 to 10 per cent	
,, 3.	2½ to 5 ,, ,,	
,, 4.	below 2½ ,, ,,	

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Class of Schools.	Number on the rolls.	Number of pupils on the rolls on the 31st March 1894.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure: From public funds: Provincial revenues.	Expenditure: From public funds: District funds.	Expenditure: From public funds: Municipal funds.	Expenditure: From private funds: Fees, &c.	Expenditure: From private funds: Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
Middle Vernacular.					Rs.	Rs.	Rs.	Rs.	Rs	Rs.
Managed by Government	33	2,705	2,533	1,833	10,402	.	2,205	8,620	1,568	22,894
Do by District or Municipal Boards ...	151	8,515	7,990	6,428	.	35,681	1,385	23,452	4,573	65,091
Aided by Government or by District or by Municipal Boards	808	45,102	40,848	31 338	45,356	63,792	6,093	1,24,473	78,125	3,17,839
Unaided	151	8,482	7,802	6,136				17,957	24,352	42,309
Total ..	1,143	62,804	59,233	45,735	55,848	99,473	9,683	1,74,511	1,08,618	4,48,133
Grand Total ..	2,373	198,736	190,831	146,763	3,40,940	2,23 409	20,970	15 11,770	6,21,981	27,28,079
					5,94,328			21,33,751		
Grand Total for 1892-93 ...	2,326	198,270	186,978	142,770	3,26,559	2,27,130	36,804	14,72 471	6,20,171	26,83,135
					5,90,493			20,92,642		

71. In the preceding year the expenditure on 2,326 schools was Rs. 26,83,135, of which Rs. 5,90,493 were contributed from public funds (Provincial revenues and Municipal and District funds), and Rs. 20,92,642 were raised from private sources. The year under report shows an expenditure of Rs. 27,28,079 on 2,373 schools, of which Rs. 5,94,328 were met from public and Rs. 21,33,751 from private funds. In other words, there has been an increase of Rs. 41,109 from private funds to meet an addition of Rs. 3,835 from public sources. Taken separately, the expenditure from Provincial revenues shows an increase of Rs. 14,390, while that from District funds has diminished by Rs. 3,721, and from Municipal funds by Rs. 6,834. The decrease in the last item is no doubt due to the larger recognition by the Municipalities of the claims of primary education within their local limits, rather than to any loss of interest in education generally. This also accounts for the reduction in the District fund expenditure, since in several instances District Boards have withdrawn their grants from high schools in order to have more to spend on primary. I may explain here that the whole of the increase in the expenditure from Provincial revenues is more than covered by the increased cost incurred under the head of high schools under departmental management, which show an advance from Rs. 1,41,129 to Rs. 1,63,566, or of Rs. 22,437. Turning to aided schools, I would remark that the Department as well as the District Boards have generally kept in view the policy of aiding new schools with money set free by the reduction of existing grants on renewal. Aided middle English schools have in this manner risen by 19, while aided middle vernacular schools have declined by two, with no appreciable increase in the total amount of grants-in-aid to middle schools. The unaided schools (136 high, 221 middle English, and 151 middle vernacular) are in some instances situated in Calcutta and other large towns, and being carried on chiefly as a business speculation, require no contribution from public funds; while others are maintained from charitable motives or to perpetuate the memory of relatives; but the great majority of those in the interior exist in the hope of getting a grant from the Department or from District Boards.

72. The following statement gives in a summary form the statistics of secondary schools for native boys for the past five years:—

Year	Number of schools.	Number of pupils.	Expenditure from public funds.	From private funds	Total.
			Rs	Rs	Rs
1889 90 ...	2,366	201,452	6,08,294	20,11,672	26,19,966
1890-91 ..	2,393	199,105	6,11,046	20 62,859	26,73,905
1891-92 ...	2,285	194,178	5,94,846	20,87,904	26,82,750
1892 93 .	2,326	198,270	5,90,493	20,92,642	26,83,135
1893-94 ...	2,373	198,736	5,94,328	21,33,751	27,28,079

Within this period the number of secondary schools shows little or no increase, while there has been a loss of 2,716 pupils. The expenditure from

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public funds has fallen by nearly Rs. 14,000, while that from private sources has risen by Rs. 1,22,000. This means that money has been spent in strengthening and improving the existing schools.

73. HIGH ENGLISH SCHOOLS.—The statistics of the schools are here repeated:—

	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government	48	13,955	48	13,897
Do. by Municipal Boards or Joint-Committees	9	2,434	9	2,397
Aided by Government or by District or Municipal Boards	168	26,719	168	25,842
Unaided	130	3,3350	136	34,046
Total ...	355	76,458	361	75,682

The number of high English schools managed by the Department or by statutory bodies shows no change. District Boards have no high schools under their exclusive control; but under section 64 of the Bengal Local Self-Government Act, they are empowered to form a Joint-Committee with the local Municipality for the management of a high school transferred to them from Government control. The nine Joint-Committee or Municipal schools are the following:—Howrah, Bali, Burdwan, Midnapore Collegiate, and Ghatal in the Burdwan Division, Santipur in the Presidency Division, Nator in the Rajshahi Division, Barisal in the Dacca Division, and Monghyr in the Bhagalpur Division. All these schools are under the management of the local Municipalities, except those at Howrah, Barisal, and Monghyr, which are under Joint-Committees.

The number of aided high English schools was 168, as in the previous year. They were distributed as follows:—Burdwan Division 53, Presidency Rivision 52, Calcutta 1, Rajshahi 10, Dacca 23, Chittagong 8, Patna 8, Bhagalpur 5, Orissa 6, and Chota Nagpur Division 2.

The unaided high schools numbered 136, against 130 in the preceding year. Calcutta shows an increase of four schools, the Presidency and Rajshahi Divisions of one school each, the Patna Division of two, and the Bhagalpur Division of one, while the Burdwan Division has lost two schools and the Chittagong Division one. They are thus distributed:—Burdwan 22, Calcutta 39, Presidency Division 17, Rajshahi 3, Dacca 19, Chittagong 4, Patna 23, Bhagalpur 8, and Orissa Tributary Mahals 1.

74. It was stated above that there was an increase of Rs. 22,437 in the Provincial expenditure on Government high schools. This increase is distributed over 32 schools. In the majority of cases it is partly explained by diminished fee receipts owing to the loss of pupils (Rs. 2,620 , or by a falling off in subscriptions and endowments (Rs. 3,812), or in municipal contributions (Rs. 598). These amount to Rs. 7,030, leaving an increase of Rs. 15,407 in the total expenditure to be accounted for. This is generally explained by increased expenditure from the surplus balances of the schools, for which a provision of Rs. 28,676 was made in the estimates, upon minor alterations, additions and repairs to the school buildings, gymnastic apparatus, materials for drawing classes, and other special charges of a non-recurring character. The chief cases of increase are (1) in the Hare School, Calcutta (Rs. 1,305), due to the progressive loss of pupils, which has since led to the amalgamation of the Hare and Hindu Schools under one Head Master; (2) the Rangpur Zilla School (Rs. 5,042), in which it appears that the expenditure on school buildings has been debited to the school account instead of to the separate head of "Buildings"; (3) the Darjeeling Zilla School (Rs. 1,651), due to the inclusion of boarding charges of the Bhutia School, now amalgamated with the former, and to the cost of the gymnastic class; (4) the Dacca Collegiate School (Rs. 2,501), where the monthly roll-number fell during the year from 582 to 489, involving a proportionate reduction in the fee receipts; and (5), the Rajshahi Collegiate School (Rs. 3,476), chiefly due to the cost of building a new boarding-house.

75. *Entrance Examination.*—In the following statement are compared the results of the Entrance Examination for native boys and girls for 1893 and 1894:—

Class of Schools.	1893.							1894.						
	Number of competing schools.	Number of candidates.	Passed in the— First division.	Second division.	Third division.	Total.	Percentage.	Number of competing schools.	Number of candidates.	Passed in the— First division.	Second division.	Third division.	Total.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Government schools	59*	1,125	280	478	154	912	81·06	59*	1,029	131	247	236	614	59·66
Schools under private management ... Aided ...	163	1,197	169	412	210	791	66·08	169	1,115	58	194	180	432	38 74
Schools under private management ... Unaided ...	117	2,043	296	567	319	1,212	59·3	122	2,124	139	332	346	817	38 46
Total ..	339	4,365	745	1,487	683	2,915	67	350	4,268	328	773	762	1,863	43 65

* Including municipal and female schools.

It is seen that while the number of competing schools increased from 339 to 350, the number of candidates slightly declined, and the number of successful candidates fell from 2,915 to 1,863,—a reduction from 67 to 43·65 per cent. The latter is something like the normal proportion for this examination. In the previous year the percentage was abnormally high, and it was the general belief that the examination was an exceptionally easy one.

The relative positions of Government, aided and unaided, schools remain unchanged, the largest measure of success being attained by the first, while aided and unaided schools are practically equal. All the Government schools competed, but five aided and 13 unaided schools sent no candidates.

76. The following table shows the comparative success of Government, aided, and unaided schools in each division for the past two years :—

Division.	1893.															1894.														
	Number of schools.	Number of schools which sent candidates. Government.	Aided.	Unaided.	Total.	Number of schools which passed candidates. Government.	Aided.	Unaided.	Total.	Number of candidates.	Number of candidates passed in the— First division.	Second division.	Third division.	Total.	Number of scholarships gained.	Number of schools.	Number of schools which sent candidates. Government.	Aided.	Unaided.	Total.	Number of schools which passed candidates. Government.	Aided.	Unaided.	Total.	Number of candidates.	Number of candidates passed in the— First division.	Second division.	Third division.	Total.	Number of scholarships gained.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Burdwan ...	86	(a) 9	51	18	78	9	40	17	75	786	134	267	112	513	18	84	(a) 9	53	22	84	9	43	14	66	649	47	115	113	275	18
Presidency ..	78	(b) 8	53	16	77	8	51	15	74	672	132	224	106	462	20	77	(b) 8	52	15	75	8	46	15	69	643	57	121	115	293	18
Calcutta .	40	(c) 5	(d) 3	(h) 34	42	5	3	32	40	1,041	178	311	182	671	19	48	(c) ,	(d) 3	(h) 36	44	5	(j) 2	34	41	1,039	73	180	169	422	14*
Rajshahi ..	19	(e) 8	9	2	19	8	9	2	19	191	41	86	27	154	14	21	(e) 8	10	1	19	8	10	1	19	165	28	45	44	117	16
Dacca ..	46	6	20	17	43	6	19	15	40	649	147	236	95	478	24	47	(f) 5	23	17	45	5	21	15	41	704	67	128	123	318	20
Chittagong ...	15	3	6	5	14	3	6	5	14	186	33	72	20	125	8	16	4	7	4	15	4	6	4	14	192	13	37	28	78	9
Patna .	37	(g) 7	8	17	32	7	7	16	30	530	39	152	90	281	18	38	(g) 7	8	20	35	7	7	17	31	541	22	76	107	205	18
Bhagalpur ...	17	5	5	7	17	5	4	6	15	165	18	70	23	111	12	18	5	5	6	16	5	3	6	14	183	13	42	32	87	13
Orissa ...	9	3	6	...	9	3	6		9	87	15	40	17	72	10	9	3	6	...	9	3	5		8	91	2	16	18	36	10
Orissa Tributary Mahals.	1	...	...	1	1	...	..	1	1	3	..	2	..	2		1	..	...	1	1			1	1	5		1	1	2	..
Chota Nagpur	7	5	2	...	7	5	2	...	7	55	8	27	11	46	7	7	5	2		7	5	2		7	56	6	12	12	30	9
Total ...	355	50	163	117	339	59	156	109	324	4,365	745	1,487	683	2,915	150	366 (i)	59	169 (d)	122	350	59	145 (j)	107	311	4,268	328	773	762	1,863	144*

* Exclusive of 8 scholarships awarded to students from European schools.

(a) Includes the municipal schools at Howrah, Bali, Burdwan, Ghatal, and Midnapore.
(b) Ditto the municipal school at Santipur.
(c) Ditto the Bethune School.
(d) Ditto Christ Church and Free Church Normal (Girls') schools.
(e) Ditto the Nator municipal school.
(f) Includes Dacca Female and Barisal municipal schools.
(g) Ditto Monghyr municipal school.
(h) Ditto Brahma Balika Sikshalaya.
(i) Ditto 5 girls' schools.
(j) Ditto Christ Church Girls' school.

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Government schools in the foregoing table include the nine Joint-Committee and Municipal schools, the two high schools for girls maintained by the Department, and the Dacca and Calcutta Madrassas. All these schools competed and succeeded in passing candidates, except the Eden Female School at Dacca, which sent up two candidates who were unsuccessful. Of the two aided girls' schools, Christ Church School passed one candidate, while the three candidates from the Free Church Normal School failed.

Of the 167 aided schools for boys that competed, 144 were successful. The unsuccessful schools were thus distributed:—Burdwan Division 10, Presidency 6, Dacca 2, Chittagong 1, Patna 1, Bhagalpur 2, Orissa 1.

There were two successful candidates from the unaided school at Maurbhanj, as in the previous year.

77. Government high schools for native boys are either schools attached to colleges and under the control of the Principals, or zilla schools of the first, second, or third class, supervised by Circle Inspectors. The class of a zilla school is fixed by the number of its pupils, according as it contains 300 or more, between 300 and 175, or less than 175.

The following tables show the results of the Entrance Examination for these schools separately. The merit marks in the last column have been calculated by assigning three marks for each boy passing in the first division, two marks for each in the second, and one for each in the third, and are intended to afford a rough comparison of the effective value of these schools in providing material for the University. To estimate the efficiency of the teaching, we should have further to compare the merit mark with the number of candidates sent up from each school.

78. *Collegiate Schools.*—The first table deals with collegiate schools, which passed 225 candidates out of 372, or 60 per cent.:—

Name of School.	Number on the rolls on the 31st March 1894.	1893.					1894.					Marks.	
		Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.	Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.	1893.	1894.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Dacca Collegiate ...	472	54	20	23	5	48	39	11	12	8	31	111	65
2. Hare " ...	386	49	16	14	13	43	50	7	11	13	31	89	56
3. Hooghly " ...	439	48	23	19	2	44	41	5	11	14	30	109	51
4. Hindu " ...	297	40	18	17	5	40	29	9	7	6	22	93	47
5 Rajshahi " ...	419	56	12	20	9	41	35	6	8	9	23	85	43
6. Patna " ...	427	40	7	26	2	35	33	1	10	15	26	75	38
7. Hooghly Branch ...	322	20	5	13	...	18	20	3	4	3	10	41	20
8. Chittagong Collegiate	323	27	6	8	3	17	29	1	6	4	11	37	19
9. Ravenshaw " ...	305	30	6	12	6	24	24	..	6	6	12	48	18
10. Krishnagar " .	254	31	8	13	2	23	20	...	4	7	11	52	15
11. Anglo-Persian Department, Calcutta Madrassa	533	42	9	13	4	26	33	2	2	2	6	57	12
12. Sanskrit Collegiate	207	12	3	5	3	11	12	2	1	3	6	22	11
13 Bethune Collegiate	138	3	1	1	..	2	7	...	4	2	6	5	10
Total ...	4,523	452	134	184	54	372	372	47	86	92	225	824	405

The schools that passed less than 50 per cent. of their candidates at the examination of 1894 were the Anglo-Persian Department of the Calcutta Madrassa and the Chittagong Collegiate School, the former having passed only 6 out of its 33 candidates, and the latter 11 out of 29. The conspicuous success of the Dacca Collegiate School, which has held the first place in the list ever since 1888, deserves special mention. The first six schools in the list have done very creditably. The Bethune School passed six out of its seven candidates,

though none of them found a place in the first division. The unusual failure of the Madrassa candidates is very much to be regreted. Of the 33 candidates, 25 failed in English; and the Principal has now taken measures which will, it may be hoped, prevent the recurrence of such unfortunate results.

79. *Zilla Schools, first class.*—The number of these schools was 14, as in 1891-92, but Mymensingh and Patna City have, owing to the competition of neighbouring schools, gone down to the second class, with 288 and 282 pupils respectively, while Purulia and Faridpur have risen to the first class. The results of the Entrance Examination of these schools for the past two years are shown in the following table:—

Name of School.	Number on the rolls on the 31st March 1894.	1893.					1894.					Merit Marks.	
		Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.	Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.	1893.	1894.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Barisal	332	43	12	18	3	33	37	5	14	4	23	75	47
2. Faridpur	306	21	13	8	...	21	20	5	10	4	19	55	39
3. Rangpur	336	17	1	7	7	15	20	6	4	7	17	24	33
4. Chapra	555	35	7	9	11	27	37	2	5	15	22	50	31
5. Arrah	403	28	...	11	9	20	34	...	11	8	19	31	30
6. Pabna	377	26	9	13	2	24	23	4	3	10	17	55	28
7. Bhagalpur	354	23	3	8	5	16	30	3	6	5	14	30	26
8. { Gaya	325	30	5	14	5	24	23	2	5	4	11	46	20
{ Ranchi	324	10	3	6	1	10	17	4	2	4	10	22	20
10. { Comilla	353	22	2	16	...	18	21	3	2	6	11	38	19
{ Purulia	301	14	4	5	4	13	19	1	6	4	11	26	19
12. Barasat	320	15	5	2	1	8	18	2	4	4	10	20	18
13. Birbhum	331	17	5	11	1	17	14	2	2	2	6	38	12
14. Murshidabad ...	332	13	5	7	1	13	10	1	2	1	4	30	8
Total ...	5,039	314	74	135	50	259	323	40	76	78	194	542	350

These schools passed 194 candidates out of 323 sent up, or 60 per cent. The conspicuous success of the Faridpur Zilla School, which passed 19 candidates out of 20, again deserves notice as in the previous year.

80. *Zilla Schools, second class.*—There were 16 schools in this class against 17 in 1891-92. Purulia and Faridpur have gone up to the first class, Muzaffarpur and Malda have moved down to the third class, while Mymensingh and Patna City have come down from the first to the second class, and Hazaribagh has risen from the third to the second. Out of 172 candidates in 1894, 105 or 61 per cent. were successful:—

Name of School.	Number on the rolls on the 31st March 1894.	1893.					1894.					Merit Marks.	
		Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.	Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.	1893.	1894.
1	2	3	4	5	6	7	8	9	10	11	12	14	15
1. Noakhali	225	20	4	13	1	18	12	5	4	2	11	39	25
2. Mymensingh ...	288	28	9	9	4	22	19	2	7	3	12	49	23
3. Monghyr	265	15	...	11	3	14	20	1	8	3	12	25	22
4. { Taki	277	11	1	5	1	7	11	3	2	4	9	14	17
{ Khulna	215	13	4	4	4	12	13	2	4	3	9	24	17
6. Dinajpur	244	8	5	2	1	8	6	2	3	...	5	20	12
7. { Bogra	251	8	2	5	1	8	7	1	2	4	7	17	11
{ Motihari	213	18	...	5	2	7	10	...	4	3	7	12	11
9. Bankura	236	17	5	4	1	10	12	1	2	2	5	24	9
10. { Jalpaiguri	254	8	1	4	2	7	8	1	2	1	4	13	8
{ Purnea	235	6	1	4	...	5	11	...	2	4	6	11	8
12. Hazaribagh ...	197	12	...	7	1	8	10	1	2	1	4	15	8
13. Jessore	252	13	3	2	3	8	11	1	2	...	3	16	7
14. Balasore	198	17	4	12	...	16	14	...	2	3	5	36	7
15. Darjeeling	230	1	...	1	...	1	3	1	1	1	3	2	6
16. Patna City ..	282	13	...	5	1	6	5	1	...	2	3	11	5
Total ...	3,862	163	39	93	26	157	172	22	47	36	105	328	196

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The Noakhali school occupies a highly creditable place, passing 11 candidates out of 12; and there are others which, with smaller figures, have done remarkably well.

81. *Zilla Schools, third class.*—These schools numbered 8 against 7 in 1891-92, Balasore, Malda, and Muzaffarpur having come down from the second to the third class, and Hazaribagh having moved up to the second class. They sent up 48 candidates in 1894, of whom 27, or 56 per cent., were successful:—

Name of School.	Number on the rolls on the 31st March 1894.	1893.					1894.					Merit Marks.	
		Number of candidates.	Number passed in—			Total.	Number of candidates.	Number passed in—			Total.	1893.	1894.
			First division.	Second division.	Third division.			First division.	Second division.	Third division.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Muzaffarpur ...	134	13	...	4	6	10	15	2	3	2	7	14	14
2. Barrackpore ..	154	8	2	3	..	5	7	1	3	1	5	12	10
3. Dumka	143	4	1	1	...	2	4	1	2	1	4	5	8
4. Puri	138	8	3	4	1	8	5	..	3	1	4	18	7
5. Malda ...	162	10	1	7	1	9	9	1	1	1	3	18	6
6. Rangamati	90	...	...	...	...	...	4	...	1	1	2	...	3
7. Chaibassa	122	5	...	3	1	4	2		1	...	1	7	2
8. Palamau	139	3	.	2		2	2	...	...	1	1	4	1
Total ...	1,082	51	7	24	9	40	48	5	14		27	78	51

With the exception of Muzaffarpur and Barrackpore, all these schools are situated in small or backward places. The Dumka and Puri schools did specially well. The success of the schools at Rangamati, Chaibassa, and Palamau, though smaller, is quite satisfactory. The temporary decline of the Muzaffarpur school is due to exceptional causes which have now been removed.

82. The following table shows the schools in Calcutta that are maintained mainly for the benefit of native students:—

Name of School.	Number of pupils on the rolls.	Number of candidates.	Number passed in the—			Total.
			First division.	Second division.	Third division.	
1	2	3	4	5	6	7
Government Schools—						
1. Hare School	358	50	7	11	13	31
2. Hindu School	401	29	9	7	6	22
3. Anglo-Persian Department	460	33	2	2	2	6
4. Sanskrit Collegiate School	205	12	2	1	3	6
Girls' School—						
5. Bethune Collegiate School	138	7	...	4	2	6
Total ...	1,462	131	20	25	26	71
Aided School—						
1. Garden Reach High English School ...	256	7	1	...	1	2
Girls' Schools—						
2. Christ Church	101	3	...	1	...	1
3. Free Church	39	3	...	...	...	...
Total ...	396	13	1	1	1	3

Name of School.	Number of pupils on the rolls.	Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.
1	2	3	4	5	6	7
Unaided Schools—						
1. Albert Collegiate School	450	40	3	8	6	17
2. Aryan Institution	361	27	1	2	5	8
3. Aryan Mission Institution	771	19	1	5	5	11
4. Bagbazar Model School	281	18	...	3	1	4
5 Bangabasi Collegiate School ...	402	23	4	6	5	15
6. Bishop's Collegiate School	128	3	...	1	1	2
7. City Collegiate School	565	41	5	11	10	26
8. Do. Sobhabazar Branch	300	13	...	1	2	3
9. Calcutta Academy	286	...	...	...	...	...
10. Ditto Training Academy... ...	420	38	...	4	3	7
11. C. M. S. Boarding School	56	3	...	2	...	2
12. Century School	169	16	...	5	2	7
13. Central Institution	220	22	...	5	4	9
14. Cotton Institution	191	2	...	1	...	1
15. Free Church Institution	438	25	3	5	5	13
16. General Assembly's Institution ...	370	33	1	8	4	13
17. Gobindlal's High School	122	...	...	...	...	...
18. Kalighat High English School ...	392	15	1	5	...	6
19. Kesab Academy	394	30	1	...	5	6
20. Khelat Chandra (or Calcutta) Institution	446	22	1	6	10	17
21. Kidderpore Institution	85	3	...	...	...	..
22. L. M. S. School, Bhawanipur ...	390	43	...	7	8	15
23. Metropolitan Institution	681	99	11	14	17	42
24. Ditto Bowbazar Branch ...	209	29	2	1	1	4
25. Ditto Barabazar Branch ...	453	13	1	...	4	5
26. Mahakali Institution (Old Metropolitan Institution, Balakhána Branch).	215	17	...	1	1	2
27. New Indian School	775	85	3	17	11	31
28. Oriental Seminary	515	27	1	4	5	10
29. Patriotic Institution	140	14	...	1	2	3
30. Ripon Collegiate School	692	51	5	13	7	25
31. Do. Kidderpore Branch ..	215	19	2	1	4	7
32. Do. Intally Branch	317	...	...	...	...	...
33. Seal's Free School	320	14	...	1	2	3
34. Simla Bengal Academy	315	22	...	2	2	4
35. South Suburban School	683	31	2	8	7	17
36. Shambazar High English School ...	249	9	...	2	1	3
37. Sribharati Institution	127	7	...	...	...	...
38. Victor Institution	180			Nil		
39. Vidyasagar School	325	18	3	3	2	8
Girls' School—						
40. Brahmo Balika Sikshalaya	79	4	1	1	...	2
Total ...	13,757	895	52	154	142	348

The number of junior scholarships awarded to Calcutta schools was 22, against 19 in the previous year; the Hindu School winning two scholarships of the first grade, and the Hare School, the Ripon Collegiate, and St. Xavier's Collegiate one each.

83. Of 39 unaided schools for boys in the foregoing list, nine have under 200 pupils, seven from 200 to 300, ten from 300 to 400, six from 400 to 500, and seven have more than 500 pupils. The biggest schools are the New Indian School (775 pupils), the Aryan Mission Institution (771), the Ripon Collegiate (692), the South Suburban School (683), the Metropolitan Institution (681), the City Collegiate (565), and the Oriental Seminary (515). The smaller schools have been established generally in the hope of drawing off some of the surplus pupils of these last-named schools; and in this, by the inducement of lower fees until they are well established, they frequently succeed. These unaided schools afford employment to a large number of graduates; and, having regard to the fact that the average number of pupils in each is as high as 350, I cannot say that the provision of high schools in Calcutta is too large for the population that seeks education of that class. Nor, considering the large number of schools, their proximity, and the keen competition for pupils that prevails amongst them, can it be said that unfair means for attracting pupils to particular schools are resorted to in any large or flagrant way. The transfer rules, in fact, are doing their work very effectually.

84. The mufassal schools that passed the largest number of candidates were—the Barisal Brajamohan Institution (36 out of 48) the Dacca Jubilee

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School (34 out of 86), the Dacca Collegiate School (31 out of 39), the Hooghly Collegiate School (30 out of 41), the Patna Collegiate School (26 out of 33), the Dacca Pogose School (26 out of 99), the Bankipur T. K. Ghosh's Academy (24 out of 91), the Rajshahi Collegiate School (23 out of 35), the Barisal Zilla School (23 out of 37), and the Chapra Zilla School (22 out of 37). It will be seen, however, that in some of these cases the percentage of successful candidates was low.

Scholarships of the first grade were also gained by the following schools in the mufassal:—the Dacca Collegiate School, which gained two scholarships, the Noakhali Zilla School (passed 11 candidates out of 12), the Ranchi Zilla School (10 out of 17), and the Monghyr Victoria Jubilee School (2 out of 13).

85. The following table shows the distribution of Government junior scholarships (including those gained by boys from European schools) awarded on the results of the Entrance Examination for the past two years. It does not include the special scholarships awarded to pupils of Muhammadan and aboriginal descent, or to female candidates:—

Division.	1893.							1894.						
	First grade scholarship, Rs. 20 a month.	Second grade scholarship, Rs. 15 a month.	Third grade scholarship, Rs. 10 a month.	Total.	First division.	Second division.	Third division.	First grade scholarship, Rs. 20 a month.	Second grade scholarship, Rs. 15 a month.	Third grade scholarship, Rs. 10 a month.	Total.	First division.	Second division.	Third division.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Burdwan	...	6	12	18	18		..	...	6	12	18	17	1	.
Presidency	2	6	12	20	20	...	..	...	6	12	18	18	...	
Calcutta	2	6	11	19	19	...	...	5	6	11	22	22	...	..
Rajshahi	..	6	10	16	15	1	...	..	6	10	16	15	1	.
Dacca	6	6	12	24	24	...	...	2	6	12	20	20	.	..
Chittagong	...	2	6	8	8	...	...	1	2	6	9	9		..
Patna	...	6	12	18	16	2	...	...	6	12	18	15	3	..
Bhagalpur	...	3	9	12	12	..	..	1	3	9	13	11	2	..
Orissa		4	6	10	10	...	...		4	6	10	2	8	.
Chota Nagpur .		2	5	7	4	3	...	1	2	5	8	5	2	1*
Orissa Tributary Mahals.	.	..	..	...	...	..	.	...	...	..	.	...	.	.
Total ..	10	47	95	152	146	6	.	10	47	95	152	134	17	1
					152							152		

* Awarded to a boy from the Palamau Zilla School.

Except the ten scholarships of the first grade, which are awarded, without reference to locality, to the ten students standing at the head of the list, the others are assigned beforehand on a fixed scale to the different divisions and districts, and given to the candidates who stand highest therein. At the election of 1893, only six scholarships were awarded to boys passing in the second division; but in 1894, when the greater strictness of the examination told upon schools in Bihar, Chota Nagpur, and Orissa, no less than 17 boys passing in the second division received scholarships, besides one boy from Palamau who passed in the third division. Of the 152 scholars, 138 were Hindus, 9 Muhammadans, and 5 Christians.

86. Middle English Schools.—The comparative figures for these schools for native boys are subjoined:—

	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government	4	694	4	662
Ditto Municipal or District Boards ..	18	1,469	18	1,536
Aided by Government or by District or Municipal Boards	607	42,661	626	44,141
Unaided	212	13,590	221	13,911
Total ..	841	58,414	869	60,250

The number of schools managed by the Department or by Municipal or District Boards shows no change. The four departmental schools are the English department of the middle school attached to the Calcutta Training School, the Colinga Branch School attached to the Calcutta Madrassa, and the Hooghly and Cuttack middle schools attached to the local training schools.

Aided schools rose from 607 to 626. They were thus distributed:—Burdwan Division 160, Calcutta 6, Presidency 124, Rajshahi 69, Dacca 118, Chittagong 26, Patna 31, Bhagalpur 27, Orissa 34, and Chota Nagpur 31.

The number of unaided schools increased from 212 to 221. They were thus distributed:—Burdwan Division 54, Calcutta 10, Presidency 37, Rajshahi 22, Dacca 51, Chittagong 22; Patna 8, Bhagalpur 4, Orissa 4, Orissa Tributary Mahals 8, and Chota Nagpur Division 1.

87. *Middle Scholarship Examination.*—The results of this examination, so far as candidates from middle English schools for native boys are concerned, are given in the following table. The standard required is the full middle vernacular test, together with English language and composition as taught in the middle classes of high English schools:—

Division.	Number of institutions sending examinees.								Number of examinees					Number passed from—										Race or creed of passed scholars							
	Institutions under public management.		Aided institutions.		Other institutions.		Total.		Institutions under public management	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.		Aided institutions		Other institutions.		Private students		Total.		Europeans and Eurasians.	Hindus.	Brahmos.	Muhammadans	Native Christians (non-aboriginal).	Aboriginal races.		Others.
	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.						With middle English certificates.	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.	With middle English certificates	With middle vernacular certificates.	With middle English certificates	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.						Christians.	Non-Christians	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25a	25b	25c	25d	25e	25f	25g	25h
Burdwan	6	6	156	131	27	22	189	159	39	548	107	19	713	10	14	144	141	31	17	4	1	191	173		359		5		..		..
Presidency			101	88	17	18	118	102		357	52	22	431			106	42	20	4	7	1	193	47		228	...	9	3			..
Calcutta ..	1	1	5	4	1	1	7	6	5	39	8	12	59	5	..	13	10	3		7		28	10		35		2	1	.	...	.
Rajshahi ..	4	4	61	56	11	8	76	68	22	226	37	6	291	3	11	43	92	8	14	3		57	117		128	..	46			.	.
Dacca		..	114	103	37	33	151	136		540	141	12	702			173	150	45	40	5		223	190	..	373		88	2			
Chittagong ..		.	26	24	18	12	44	36	..	178	106	6	287		...	35	80	9	31	4		48	111		131		24	..			4
Patna ..	2	2	27	20	5	4	34	32	8	136	29	10	183	3	5	48	59	6	7	2	1	54	72		120		11	.	..		..
Bhagalpur ..	4	3	24	22	2	2	30	27	8	101	4	17	130	2	5	34	36	1	2	3	2	40	45		68		17		..		..
Orissa	3	3	24	23	1	1	28	27	13	90	4	6	113	2	7	57	15	3	.	4		65	22		79	.	8	5	.		.
Orissa Tributary Mahals		.		.	7	7	7	7	.		23	1	24				...	7	15		.	7	15		22						
Chota Nagpur	.	..	19	14	..		19	14		59	.	1	60			17	8					17	8		17		2	.	6		..
Total for 1893-94	20	19	557	491	126	104	703	614	95	2 283	503	112	2,993	25	42	730	633	134	130	30	5	928	810		1,560	.	157	11	6		4
									2,881																						
Total for 1892-93.	19	17	546	504	127	105	692	626	100	2 301	540	118	3,059	20	49	888	691	153	161	40	13	1,101	914		1,700	4	198	8	10	.	3
									2,941																						

An examination of the foregoing table shows that out of 703 schools sending up 2,881 candidates, 614 schools and 1,694 candidates were successful. Of the successful candidates, including private students, 928 passed with middle English and 810 with middle vernacular certificates, against 1,101 and 914 respectively in the previous year. The percentage of success amongst the competing schools was 87·3 against 90·4 in 1892-93, and amongst candidates 58·7 against 67. The number of successful Muhammadans was 157 against 198, and of aborigines 6 against 10. Private candidates numbered 112. Of these, 39 passed with middle English and 5 with middle vernacular certificates.

For the first time since the adoption of a common standard for all the Bengali-speaking districts of the Province, a common set of questions was issued to all examination-centres in the past year, instead of having separate question papers for each circle as was the case in former years. We are now at any rate in a position to assert that the standard is the same throughout Bengal Proper. There was a small decrease in the number of successful candidates, which may be due to this cause; but the fluctuation is not greater under the altered arrangements than was the case in other years.

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88. MIDDLE VERNACULAR SCHOOLS.—The statistics of these schools for the last two years are compared below:—

	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government	33	2,637	33	2,705
Ditto by District or Municipal Boards	150	8,566	151	8,515
Aided by Government or by District or Municipal Boards	810	44,551	808	43,102
Unaided	137	7,644	151	8,482
Total ...	1,130	63,398	1,143	62,804

The number of schools managed by the Department shows no change. They are mostly situated in those districts to which the Local Self-Government Act has not been extended, but a few are located in municipal areas of the Scheduled or Board districts. These latter receive their net grants from the Municipalities concerned. Those under District or Municipal Boards have increased from 150 to 151; the Divisions of Burdwan, Rajshahi, and Dacca having each gained one school, and the Patna Division having lost two. They were distributed as follows:—Burdwan Division 26, Presidency 12, Rajshahi 25, Dacca 16, Chittagong 10, Patna 36, Bhagalpur 14, and Orissa 12.

Aided schools decreased from 810 to 808. The Burdwan Division lost 5 schools, Calcutta 3, Patna 1, Orissa 1, and Chota Nagpur 3; while the Presidency Division gained 5, Rajshahi 1, Dacca 3, Chittagong 1, and Bhagalpur 1. They were thus distributed:—Burdwan Division 122, Presidency Division 189, Calcutta 8, Rajshahi 97, Dacca 230, Chittagong 104, Patna 4, Bhagalpur 18, Orissa 23, and Chota Nagpur 13.

The unaided schools advanced from 137 to 151. They were thus distributed:—Burdwan Division 25, Presidency 21, Calcutta 3, Rajshahi 12, Dacca 41, Chittagong 16, Patna 13, Bhagalpur 8, Orissa 2, and Orissa Tributary Mahals 10.

89. *Middle Scholarship Examination.*—The results of the examination, so far as candidates from middle vernacular schools and private candidates are concerned, are given in the following table. The examination is the same as the preceding, with the omission of the papers in English language:—

Division.	Number of Institutions sending Candidates.								Number of Examinees.					Number passed from—										Race or Creed of passed Scholars.							
	Institutions under public management.		Aided institutions.		Other institutions.		Total.		Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.		Aided institutions.		Other institutions.		Private students.		Total.		Europeans and Eurasians.	Hindus.	Brahmos.	Muhammadans.	Native Christians (non-aboriginal).	Aboriginal		Others.
	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.						With middle English certificates.	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.	With middle English certificates.	With middle vernacular certificates.						Christians.	Non-Christians.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25a	25b	25c	25d	25e	25f	25g	25h
Burdwan ...	25	21	159	110	19	9	203	140	108	*474	47	122	746	1	74	7	238	...	21	...	33	8	366	..	365	...	7	...	1	1	...
Presidency ...	10	10	138	105	15	10	163	125	51	401	45	82	579	3	23	15	198	2	24	...	25	20	270	.	261	...	26	3	..	...	...
Rajshahi ...	21	19	70	53	3	.	94	72	57	184	7	74	324	1	33	...	107	..	.	...	20	1	160	.	111	..	50	...	...	...	...
Dacca ...	22	19	197	177	27	21	246	217	98	581	96	110	885	7	56	10	326	3	46	1	25	27	453	..	410	...	70	...	...	...	...
Chittagong ...	10	8	86	72	10	6	106	86	33	339	31	70	473	3	20	2	209	...	13	1	17	6	259	..	204	...	60	...	...	...	1
Patna ...	40	34	3	3	13	11	56	48	105	19	34	134	292	...	78	...	16	.	21	...	46	...	161	.	131	...	30	...	.	...	...
Bhagalpur ...	18	15	15	13	3	3	36	31	61	64	11	82	218	...	46	...	32	...	5	1	23	1	106	.	82	2	19	...	2	2	...
Orissa ..	13	13	19	14	...	...	32	27	30	53	...	11	94	...	29	.	32	.	...	...	3		64	.	59	...	5	...	...	...	...
Chota Nagpur	16	11	10	7	...		26	18	46	32	...	22	100	...	22	1	16	...	...	...	5	1	43	.	37	...	2	...	1	4	...
Calcutta .	1	1	8	8	2	1	11	10	11	33	6	3	53	...	10	...	27	...	3	...	2	...	42	..	40	...	2	..	...	...	...
Orissa Tributary Mahals.	...	...	...	...	8	8	8	8	...	...	19	1	20	...	...	...	...	...	14	...	...	...	14	..	14	...	...	...	...	...	...
Total for 1893-94.	176	151	705	562	100	69	981	782	595	2,182	296	711	3,784	15	391	41	1,201	5	147	3	199	64	1,938	...	1,714	2	271	3	4	7	1
									3,073													2,002*				2,002				
Total for 1892-93.	162	139	723	370	99	63	984	777	569	2,337	322	698	3,926	27	372	63	1,310	3	158	...	180	93	2,020	1	1,809	...	198	...	1	5	9
									3,228													2,113				2,113				

* This does not include 103 candidates out of 188 passing from high schools, two out of six private candidates, and 20 candidates out of 66 from training schools and guru-training classes.

The foregoing table shows that 3,073 candidates (against 3,228) appeared at this examination from 981 (against 984) schools, of whom 1,800 from 782 schools (against 1,933 from 777 schools) were successful; 61 obtaining middle English and 1,739 middle vernacular certificates, against 93 and 1,840 respectively in the preceding year. Also 122 candidates passed the examination from schools other than middle schools. Of 711 private candidates, 3 passed by the English and 199 by the vernacular standard.

The percentage of success was 58·5 against 60 in the preceding year. As explained above, this was the first examination of all Bengali-speaking tracts which was carried out with a uniform set of questions.

90. The following statement shows in a summary form the combined results of the middle scholarship examination from the two sets of schools:—

	Number of candidates.	Passed at the— Middle English examination.	Middle vernacular examination.	Total passed.
1892-93.				
Middle English schools ...	2,941	1,061	901	1,962
„ vernacular „ ...	3,228	93	1,840	1,933
Total ...	6,169	1,154	2,741	3,895
1893-94.				
Middle English schools ...	2,881	889	805	1,694
„ vernacular „ ...	3,073	61	1,739	1,800
Total ...	5,954	950	2,544	3,494

The number of middle school candidates declined from 6,169 to 5,954, and of passes from 3,895 to 3,494. In 1891-92, the number of candidates was 5,909 and of passes 3,098. Notwithstanding annual fluctuations, therefore, there is still a general tendency to advance.

91. *Drawing.*—The following statement shows the success of candidates at the Entrance Examination in drawing from Government collegiate and other high schools:—

Name of Government School.	Number of pupils who took up drawing at the last Entrance Examination.	Number of pupils who passed in drawing.
1	2	3
1. Barisal	1	1
2. Bhagalpur Zilla ...	6	3
3. Chittagong Collegiate ...	2	1
4. Gaya Zilla ...	4	1
5. Hare School ...	3	2
6. Hooghly Branch ...	1	1
7. „ Collegiate ...	2	2
8. Malda Zilla ...	1	1
9. Patna City ...	1	1
10. Rajshahi Collegiate ...	3	1
11. Ranchi	7	4
12. Rangpur	9	1
Total ...	40	19

92. Of all the candidates examined by the University, including those from the Central Provinces, Assam, and Burma, only 49 qualified in drawing. Of these, 30 came from schools in Bengal, namely, 19 from twelve Government schools, 6 from four schools for Europeans, and 5 from five schools for Natives under private management. The success of the Government school

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candidates, small as it is, still marks a considerable advance. In 1892-93 there were only two successful candidates from nine Government schools that competed. The number has now risen to 19 from 12 schools. Still there is no doubt that the subject is most unpopular. It takes up time, and it carries no value either in the University examinations or (as yet) in the award of junior scholarships. In the Hare School the number of students learning drawing fell from 12 to 6. In the Hindu School "the average attendance during the year was 1·08." In the Dacca Collegiate School orders have been in force since April 1891, under which drawing is made compulsory for all students from the seventh up to the fourth class, the fee of four annas being remitted. The boys take to drawing not unkindly, and some of their performances are very creditable; but far from a taste for drawing being thus inculcated, they drop it altogether as soon as they reach the third class, when it ceases to be compulsory. While 199 boys were learning drawing in the lower classes in May last, there were only two who continued it in the upper classes as an optional subject. In view of these disappointing results, the Principal of the Hooghly College lately recommended that drawing should be made compulsory, not in the lower, but in the higher classes, of course without charging a fee. The Principal of the Presidency College, after consulting his two Head Masters, supported this proposal as regarded the first three classes, on condition that it should be taught for one hour a week as part of the regular school work, and not as an extra subject out of school hours.

93. In a subsequent section (Special Instruction) attention will be drawn to the marked success that has attended the introduction of drawing as a compulsory subject into training schools. It is clear, therefore, that there is no inherent incapacity in the Bengali student to learn drawing; he merely lacks the motive. In training schools the motive is supplied by refusing him his certificate as a teacher unless he passes in drawing. In Government schools, we shall be justified in making the subject compulsory as soon as we have declared that the marks obtained in it shall count in the award of junior scholarships. Government orders to this effect were passed at the end of 1891; but the operation of them was suspended until the supply of qualified teachers had increased. That time, I think, has now arrived. It will be seen hereafter that at the examination of training schools in 1893-94—the first at which drawing was made a compulsory part of the standard—250 of the students passed in drawing, and 25 of them, who gained 60 per cent. or more of the marks, were awarded special certificates as "qualified to teach drawing." Here, then, is a cheap agency immediately available for the purpose, able not only to teach drawing, but to take a share in the general work of the school as pandits in the lower classes. They will not certainly be as highly trained as the certificated students of the School of Art, but in the meantime they will serve the purpose. Outside Government high schools, no compulsion will be put upon any school to teach or upon any pupil to learn drawing; but we may confidently expect that the attractions of the Government scholarships will induce a majority of the high schools in Bengal to take up the subject as a necessary part of the course for the Entrance Examination. It would be desirable at the outset to assign only moderate marks to qualification in drawing for the purpose of awarding the scholarships.

94. *Discipline and Moral Training.*—It is satisfactory to see that breaches of discipline and offences against morality, as noticed in the divisional reports, were neither many nor serious. The measures hitherto adopted to enforce discipline and elevate the *morale* of students continued in force, and the officers of the Department were prompt to deal adequately with cases of delinquency that came to their notice. The cases reported are resolvable as usual into the following groups:—(*a*) disrespect shown by pupils towards their teachers and other superiors, (*b*) fabricating transfer certificates, or forging their guardians' names in the applications for transfer, (*c*) creating rows at theatres and other places of public amusement, (*d*) gross immorality. In all the instances the offenders were punished with caning, fine, expulsion or rustication, according to the gravity of the charge. A most serious case of unruliness among boys was reported from the Eastern Circle. Some of the students of the Noakhali Zilla School broke open two desks at night, and destroyed some of the school records. The matter was investigated by the police, but there was no such

evidence as to warrant a conviction. The boys, however, who were suspected by the Head Master of having committed the offence, and found guilty after a departmental enquiry, were punished with expulsion. On another occasion, the father of a boy of the same school, who had been punished with whipping for using offensive language towards the Head Master, lodged a complaint in the Magistrate's court. Fortunately for the interests of discipline the case was dismissed, as the Magistrate held that the Head Master had been strictly within his rights. There were a few more cases of complaint against the students of this school, for anonymous letter-writing, obtaining access to question papers by unfair means, and so forth. Whatever may be the origin of this sudden outburst of lawlessness at Noakhali, it is certain that the moral atmosphere is not likely to clear up so long as fathers feel no scruple at upholding it in their sons, and seek to protect them against the punishment they deserve by going to law. It is reported that the former Head Master's quarters were twice burned down, possibly by his own pupils, his box seized and broken open on the road, stones thrown at his house at night, and attempts made to insult him and his family when seeking relief by leaving the station on transfer; and yet "he was the mildest of men," in the words of the Assistant Inspector. The present Head Master, who has endeavoured to enforce discipline by strong measures, does not find the situation in any way improved, inasmuch as during his tenure of office also "the teachers' authority has been set at defiance, mischief and nuisance committed in the school, and indecent words and acts resorted to." Three boys have been expelled and one rusticated for a year; but it is evident that much more stringent action will have to be taken before the school is purged of its disorderly spirit. Such rowdyism as this is absolutely without a precedent or parallel in Bengal; and the odd circumstance is that, in spite of all, Noakhali was the most successful school of its class at the Entrance Examination, as noticed in an earlier paragraph.

Another instance of guardians opposing school authorities in their endeavour to correct idle boys is reported from Orissa. It is of a curious nature, as quoted in the Head Master's report:—

"A boy of the third class was fined for playing truant in the pandit's hour. A day or two after, the pandit had an interview with the boy's father, an educated man holding a respectable post in the Collector's office, who did not scruple to threaten the pandit with newspaper agitation against him, for having got his boy punished for something that was no offence in his opinion. Of course no heed is paid to such threats by the Head Master or his assistants in the discharge of their legitimate duties."

Guardians of the type of the Noakhali and Orissa gentlemen are not, it may be hoped, very numerous.

95. Misconduct on the part of teachers has also been noticed in some of the reports. It is chiefly confined to primary schools, the teachers of which are for the most part poor and ill-educated; and the temptation to earn a few additional rupees by false muster at the reward examinations, or by tampering with attendance registers, or by presenting pupils for examination who are not admissible under the rules, is sometimes too strong to be resisted, in spite of the exemplary punishments inflicted on such occasions year after year, by criminal prosecution, forfeiture of grant, and so forth. The only other cases in this connexion that call for special notice are (1) an instance of gross misbehaviour of an upper primary teacher towards a Sub-Inspector of schools in the Birbhum district; (2) the acceptance, by an inspecting pandit in the Bankura district, of an illegal half-anna from every candidate for the lower primary scholarship examination in his sub-circle, on the pretext that it was wanted by the Department to cover the commission charges incurred in remitting their fees; and (3) the presentation at the upper primary scholarship examination of a candidate who had passed that examination in a previous year, by the head pandit of an upper primary school at Bhagalpur, with the connivance, if not the actual help, of the inspecting pandit of the place. The offenders have been adequately punished in all these cases.

96. Direct measures, more or less efficacious, for imparting definite moral instruction to students, or for supplying them with motives to right conduct, are in force in many schools in Bengal. The indirect means are a healthy literature and the practice of outdoor sports. All these means are resorted to by the Calcutta Society for the Higher Training of Young Men, which has three

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sections, one being devoted to each of these objects. It receives a grant of Rs. 100 a month, and has been assisted in various ways by the Government of Bengal, by the present Lieutenant-Governor, and by the late Viceroy.

97. The *Transfer Rules* provide an effective means for checking the capricious migration of boys from school to school. Their administration, though involving considerable difficulties in places like Calcutta, where there are a large number of schools in a small area, has greatly safeguarded the interests of discipline. The complaint now is that, owing to dilatoriness on the part of the school authorities in granting transfers, boys who are really in need of a transfer are often subjected to harassing delays on the most frivolous pretexts. It was with a view to afford relief in cases like this that the Inspector of Schools, Presidency Circle, issued a circular, with my concurrence, providing that "when a *primâ facie* case has been made out by the complainant that he was actually in need of a transfer certificate, and that it had been withheld by the authorities of his former school on no reasonable grounds, the Inspector would allow him to be admitted to the school he wanted to join, pending settlement of the claims of his former school by the Inspector himself."

Other cases of frequent occurrence arise in connexion with boys who, after having enjoyed free or half-free tuition for years, suddenly want to change their school for another, in which they are offered the additional inducements of a scholarship or free board. This is all part of the general system of bidding for promising students, who may do their schools credit at the Entrance Examination, and who thus, by attracting more pupils to the school, have a recognised money-value. Possibly the free tuition given to the boy in the school he has quitted was part of the same system. Anyhow, the Head Master is not unnaturally angry at the boy's ingratitude, and often refuses his transfer certificate. The transfer rules, however, are very clear on this head. If there has been a stipulation in writing, signed by the pupil and his guardian, that the remitted fees shall be refunded in case of a premature removal, we enforce that stipulation; if there has been no such formal agreement, we decline to admit the claim. It is the guardian who has to make the refund, if enforced, and no private arrangement with the schoolboy behind the guardian's back can be recognised. All the schools know this very well, and if they omit the necessary stipulation, they have only themselves to thank. To do so is to encourage a boy in what may amount to base ingratitude.

98. *Boarding-houses.*—Closely connected with discipline is the provision of boarding-houses for non-resident students. As noticed in previous reports, almost all the Government schools have attached boarding-houses, and where there are none, efforts are being made to remove the want. A special report was called for this year on the number and nature of boarding-houses in connexion with institutions under private management; and the following is a short summary of the accounts given by the Inspectors. In the Presidency Division there are boarding-houses attached to 13 high English schools, chiefly in the districts of Nadia and Jessore. In Calcutta, a students' boarding-house has been established by a few private gentlemen, under the name of the Victoria Hotel. It is located in some fine buildings on the Harrison Road, where the inmates are looked after by the manager, receive medical help, and are charged somewhat less than in the Eden Hindu Hostel. The private institutions which have hostels attached are, with the exception of the Cotton Institution and Seal's Free School, all under missionary management. In the Burdwan Division two high English, three middle English, and one middle vernacular school are reported to have boarding-houses attached. Six boarding-houses under private management have been reported from the Rajshahi Division, of which those at Dighapatia and Putia deserve prominent notice. In the Dighapatia hostel, in which there were 31 inmates at the close of the year, the amount of monthly charges was only Rs. 3-8 a head, the excess being met by the Dighapatia estate. Rani Manomohini Debya of Putia used to pay Rs. 5 towards the boarding expenses of every student living in the school hostel. No mention has been made in the Patna, Dacca, and Orissa reports of the number of boarding-houses attached to schools under private management. The schools managed by Missionary Societies have probably, there as elsewhere, both boarders and day scholars, and it would also seem that the Lakhannath high English school in the Orissa Division provides similar accommodation for its pupils. In the Bhagalpur

Division, no school under private management is reported as having boarding accommodation for its pupils, except the Deoghur and Pakour high English schools and a few institutions conducted by Missionaries. In the Pakour school a limited number of boys are both boarded and lodged gratis at the expense of the local Raja. The out-houses belonging to the Godda and Rajmahal middle schools are used by Sonthal students as their lodging, to which they bring grain from home and cook it themselves, either singly or in batches. The same kind of lodging accommodation is also reported as being offered by seven institutions in the Chota Nagpur Division, to students who have to attend school from distant places. There is, besides, an excellent hostel attached to the high English school at Pandra in the Manbhum district, the inmates of which, about 30 in number, are supported free of all charges by the zamindar, Raja Madhusudan Sing, at an average cost of Rs. 100 a month. In the Chittagong Division, the most important boarding-houses under private management are the Islam Hostel at Chittagong and the Chandpur Bayley Hostel, both of which are in receipt of contributions from Government. The Islam Hostel had 25 boarders, who were pupils of the Government Madrassa and the Chittagong high school. It is managed by a committee of Muhammadan gentlemen, and is under the immediate supervision of a resident Maulavi. The Government contribution during the year was Rs. 222, and the payment made by each boarder Rs. 2-12, against Rs. 2-2 in the preceding year. The rise in the charge resulted from the comparatively high prices of articles of food during the year under report. This was also the reason why the charge per head in the Chandpur Bayley Hostel, which had 22 inmates on the 31st March last, and to which Government contributed Rs. 110 during the year, was raised from Rs. 3-8 to Rs. 4-4 a month. Four more high English schools in this Division are also said to have some sort of boarding accommodation for the pupils; but the Assistant Inspector observes that "they cannot properly be called hostels. They are at present more like students' messes, under the supervision of the masters of the schools to which they are attached, the school authorities providing house accommodation. These also serve a very useful purpose in keeping the boys in healthy quarters, and far from the temptation to which their residence in the bazar would expose them." The same remark applies to many of the boarding-houses mentioned above.

99. *Physical Exercises.*—Outdoor sports are slowly but steadily gaining ground all over Bengal. In addition to the indigenous games, cricket, and football are the favourite pastimes in high and middle schools. They are played more regularly and evoke much greater enthusiasm than gymnastic exercises, even when there is a regular gymnasium with a special instructor and all necessary apparatus. In primary schools, in which the pupils mostly belong to the agricultural classes, extra physical exercise is hardly needed, as they have enough of it generally in the work they have to do in assisting their fathers at home; and if more is required, they have plenty of it in playing the country games.

Annual exhibitions of athletic sports took place at some of the District head-quarters under the patronage of European officers and the leaders of native society. Mr. Bernard and Mr. Handley of Krishnagar, the Deputy Commissioner of Jalpaiguri, the Subdivisional Officer of Serajganj, Mr. Stevenson-Moore, and Dr. Hari Mohan Sen of Chittagong, Mr. Walsh of Puri, Mr. Lloyd of the Khondmals, and the Managing Committee of the Faridpur Agricultural Exhibition have been prominently mentioned as having offered encouragement to physical exercise among native boys, either by way of example or by the advice and gift of prizes. A cricket match was played at Mymensingh between the European residents of the station headed by the Magistrate, Mr. Earle, together with four native gentlemen on one side, and the students of the local high English schools on the other. There were a match and a return match, in both of which the boys got the best of it. Contests of this kind, in which European officers take part, make physical exercises very popular. Nor should I forget to mention, in this connexion, the very commendable liberality displayed by Babu Satyendra Nath De, brother of Raja Baikuntha Nath De Bahadur, who has long identified himself with schemes of public improvement in Balasore. He has placed in the hands of Government the sum of Rs. 1,100, invested in Government securities. Out of the interest of this fund, four prizes

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of the value of Rs. 5 each are to be annually awarded to four Hindu boys of the Balasore schools who stand first in gymnastic contests, besides a scholarship of Rs. 2 a month to a poor student who fails to win a Government scholarship at the middle scholarship examination. The District Boards also have been taking steps to create and spread a taste for physical training. The Nadia Board gave Rs. 50 as prizes to the winners at the annual exhibition, and the Bhagalpur, Hooghly, and Midnapore Boards distributed a vernacular treatise on gymnastics to the middle and primary schools under their charge. The want of a suitable play-ground in the heart of Calcutta, which has so long been urged as a great obstacle to the spread of physical training in the metropolis, is now to be removed by the enlargement and levelling of Marcus Square, to which the Government have offered to contribute half a lakh of rupees. In Calcutta, indeed, no one can doubt that a remarkable change has come over the Native community in their appreciation of athletic sports. A stranger returning to this city after an absence of only three or four years would be astounded at what he would witness any day on the Maidan. On the occasion of any important foot-ball match, they assemble literally in their thousands, and follow the progress of the game with the keenest interest and delight, and for a good kick or pass they send up a roar of cheering which would do credit to an English crowd.

Most of the Government schools and some private high English schools have attached gymnasia under professional instructors. The group-system of Dr. Martin, under which one gymnastic master teaches three zilla schools in the year, was continued in the Bihar Circle; but Mr. Stack, the present Officiating Inspector, does not consider it to be altogether satisfactory, inasmuch as it is found difficult to get the instructors to distribute their time evenly among the schools. He accordingly proposes to select among the junior teachers those who take an interest in athletics, to make one of them the local gymnastic instructor on a small extra allowance, say Rs. 10 a month, and to appoint one thoroughly qualified teacher as Travelling Superintendent of Physical Education for all the zilla and high schools in Bihar.

100. The policy of closing or making over to local management those Government high English schools which exist alongside of successful institutions managed by private bodies has been fully threshed out in previous years, and many of the divisional reports are silent on the point. In Calcutta, a large saving has been effected since the close of the year by placing the Hindu and Hare Schools under one Head Master. In the Presidency Division outside Calcutta, the real difficulty in carrying out the policy any further is said to be the absence of the element of stability in institutions managed by private agencies. In the Burdwan Division the only Government schools which have others of the same class in their neighbourhood are those at Bankura and Hooghly; but the aided Wesleyan Mission School at Bankura has only the four upper classes, which cannot meet the local demand, and each of the three high English schools at Hooghly and Chinsura (two departmental and one aided) has more than 320 pupils on the rolls. The Assistant Inspector of Schools, Rajshahi, thinks it premature to give effect to the policy in any part of that Division, the number of high schools other than departmental in the entire area being only 13, of which 3 are unaided. The Dacca, Chittagong, and Orissa reports are silent on the point. In the last two, the question of transfer will not arise for a long time. Leaving the collegiate schools apart as governed by special considerations, the departmental schools in the Dacca and Chittagong Divisions are those at Faridpur, Mymensingh, Comilla, and Noakhali. These are working by the side of the neighbouring private schools in a healthy spirit of competition, and any change in their management or status would not, I think, be beneficial to the general interests of education. I have no doubt, in the first place, that the maintenance of a Government school effectually tends to keep up the standard of discipline in the whole area affected by it; and, in the second place, that the tone and teaching of the Government school are influences that decidedly make for order and loyalty. These points are forcibly brought out in the following passage from Mr. Stack's report, referring to the orders of His Honour the Lieutenant-Governor restoring the Muzaffarpur Zilla School to its original status:—

"I am rejoiced at this decision. There may be—without any doubt there are—some very good private schools here and there in Bihar, but as a rule they are not to be compared with any well-managed Government institution as regards discipline, organisation, prestige,

the influences of a sound educational tradition, and examination results. The rivalry which is maintained between the zilla school and a good private school in the same place is a healthy and honourable rivalry, which is in every respect beneficial to both; but the rivalry which is maintained between private schools among themselves is too often anything but a healthy and honourable rivalry, and its effects are injurious instead of beneficial. It is not an educational or intellectual competition in the least degree. It is a competition in chicanery and in the art of employing every subterfuge to prevent or induce, as the case may be, the transfer of students from one rival institution to another. If the zilla school is abolished, the private institutions in the same place will most certainly deteriorate instead of improving. They are now kept up to the mark by the example which the zilla school sets them of a higher standard of education, better discipline, superior organisation, and stricter methods in connection with the observance of Government and University rules. Successful zilla schools, such as Chapra and Arrah, are no burden on the financial resources of the Government. These institutions are practically self-supporting, and even with the comparatively limited demand for education which exists in Bihar, really good schools, whether private or Government, are always practically self-supporting. Even now, with the better example of the zilla school to guide them, it is extremely difficult to get the managers of private institutions to understand that their object should be to pass, and not merely to send up, candidates for the University test.* There is another difference between Government schools and private schools, somewhat difficult to define but very easily recognised. I am convinced, as the result of nearly 27 years' observation and experience as an educational officer, that the traditions, methods, personnel, and influences of a Government institution make for that respect for the Government and for order and loyalty, which it is extremely desirable that students as a class should imbibe, and that this is *not* the case as regards only too many private institutions I know too well."

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[*N.B.*—From this section are excluded European schools, and also native girls' schools, except where the reverse is expressly stated.]

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101. The following table compares the statistics of primary schools for native boys for the past two years:—

Upper Primary Schools.

	1892-93.		1893-94.							
			Stipendiary.		Paid by results.		Mixed.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Under public management—										
Managed by Government	5	122	10	280	...	...	...	...	10	280
Ditto by District or Municipal Boards	10	304	10	367	...	...	...	...	10	367
Under private management—										
Aided by Government or by District or Municipal Boards	3,417	130,413	1,890	70,922	921	32,452	711	30,061	3,522	133,435
Unaided	265	8,887	...	...	...	...	...	...	221	7,401
Total ...	3,697	139,726	1,910	71,569	921	32,452	711	30,061	3,763	141,483

Lower Primary Schools.

Under public management—										
Managed by Government	...	...	10	285	...	...	...	...	10	285
Ditto by District or Municipal Boards	9	283	12	471	...	...	...	.	12	471
Under private management—										
Aided by Government or by District or Municipal Boards	33,583	812,407	2,420	72,685	30,265	716,824	878	26,328	33,563	815,837
Unaided	10,236	170,514	..	...	...	...	...	...	10,435	172,152
Total ...	43,828	983,204	2,442	73,441	30,265	716,824	878	26,328	44,020	988,745
GRAND TOTAL ...	47,525	1,122,930	4,352	145,010	31,186	749,276	1,589	56,389	47,783	1,130,228

The number of schools has advanced by 258, or ·54 per cent., and their pupils by 7,298, or ·64 per cent., the increase being shared by upper as well as lower primary schools. The upper primaries have increased in all Divisions except Burdwan and Presidency, the town of Calcutta, and the Orissa Tributary Mahals. The lower primaries show an increase in all Divisions except Presidency and Chittagong, and the Orissa Tributary Mahals. According to the Assistant Inspector, the loss in the Presidency Division occurs in the districts of Nadia, Jessore, and Khulna, and is believed to be chiefly due to the rise in the price of food and to the general unhealthiness of the year. The Assistant Inspector, Chittagong Division, states that the floods swept away schools in Tippera, and the scarcity prevented their re-establishment; the loss in Noakhali was due to a cyclone and a subsequent outbreak of cholera. The loss in the Orissa Tributary Mahals is explained by the exclusion of Angul and Khondmals, now returned as a district in the Orissa Division.

102. The fluctuations in the number of boys receiving education in primary schools during the past five years are shown in the subjoined statement:—

	Upper primary.		Lower primary.	
	Schools.	Pupils.	Schools.	Pupils.
1889-90	3,337	124,568	44,145	960,865
1890-91	3,537	128,537	43,997	942,211
1891-92	3,661	135,371	44,918	987,948
1892-93	3,697	139,726	43,828	983,204
1893-94	3,763	141,483	44,020	988,745

The increase in the number of upper primary schools and pupils has been continuous. This increase, when confirmed (as it is) by increasing success at the upper primary examination, affords a satisfactory proof of progress. A warning,

No. II.

Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
EXTENT OF PRIMARY EDUCATION
in 1893-94.
Scale 1 Inch = 80 Miles or 1:2,000,000
Excludes Schools for Europeans.
REFERENCES.
Percentages of Boys of a School-going age at School—
Class 1. 40 per cent. and upwards
" 2. 30 to 40 per cent.
" 3. 15 to 30 " "
" 4. below 15 " "
1. NARSINGHPUR
2. BARAMBA
3. TIGIRIA
4. ATHGAR
Mouths of the
BAY
OF
BENGAL
LOWER BURMA
UPPER BURMA
CENTRAL PROVINCES
MADRAS PRESIDENCY
CHOTA NAGPUR
ALLAHABAD
Benares
Mirzapur
Gaya
Darjeeling
Pankhabari
Jalpaiguri
Kuch Bihar
Darbhanga
Muzaffarpur
Purnea
Dinajpur
Rangpur
Bhagalpur
Rajmahal
Malda
English Bazar
Dacca
Mymensingh
Rampur Boalia
Murshidabad
Berhampore
Pabna
Agartalla
Chittagong
Akyab
Bilaspur
Sambalpur
Balasore
Bhandesar
Ganjam
Puri
Ranchi
Hazaribagh
Palamau
Lohardaga
Pankra
Jashpur
Raigarh
Kendrapara
Cuttack
Khulna
Barisal
Backergunge
Noakhali
Ramu
Kaladan
Myoo R.
Naf R.
Hooghly R.
Matla R.
Bhagirathi R.
Sunderbunds
Fyzabad
Azamgarh
Jaunpur
Ghazipur
Ballia
Chapra
Arrah
Patna
Bihar
Monghyr
Sasaram
Sherghati
Daltanganj
Chanda
Partabpur
Sunhat
Basrampur
Lohardaga
Ranchi
Pankra
Jashpur
Raigarh
Sambalpur
Bilaspur
Kendrapara
Cuttack
Puri
Ganjam
Bhandesar
Tura
Comilla
Noakhali
Ramu
Chittagong
Kaladan
Myoo R.
Naf R.
Akyab
Tuntong
Sikkim
Bhutan
Nepal
Tibet
Upper Tipperah
Hill Tipperah
Chittagong Hill Tracts
Sundri Gunnel
Chilka Lake
Sunderbunds
Ganges
Brahmaputra
Hooghly R.
Matla R.
Bhagirathi R.
Chang Bhakar
Jashpur
Bogasi
Mayurbhanj
Sirguja
Raipur
Sambalpur
Balasore
Cuttack
Puri
Ganjam
Madras Presidency
Central Provinces
Upper Burma
Lower Burma
Bhutan
Sikkim
Nepal
Tibet
Tura
Rangpur
Dinajpur
Purnea
Darbhanga
Muzaffarpur
Chapra
Patna
Bihar
Monghyr
Bhagalpur
Rajmahal
Malda
English Bazar
Dacca
Mymensingh
Rampur Boalia
Murshidabad
Berhampore
Pabna
Agartalla
Chittagong
Akyab
Bilaspur
Sambalpur
Balasore
Bhandesar
Ganjam
Puri
Ranchi
Hazaribagh
Palamau
Lohardaga
Pankra
Jashpur
Raigarh
Kendrapara
Cuttack
Khulna
Barisal
Backergunge
Noakhali
Ramu
Chittagong
Kaladan
Myoo R.
Naf R.
Akyab

however, appears in a few instances to be necessary, namely, that Deputy Inspectors should not be too hasty in classifying a school as upper primary on the strength of the casual success of a pupil at the corresponding examination. A further disadvantage of such a practice is that it tends unduly to swell the number of stipendiary schools, since the stipends are mostly given to upper primaries. The number of lower primary schools shows considerable variation from year to year, though there is a steady tendency towards increase in the number of their pupils.

103. The following statement shows the expenditure incurred from the primary grant by the Department and by District Boards together, on account of schools for both boys and girls, of the subsidiary inspecting agency, and of contingencies of various kinds:—

	From Provincial revenues		From District funds		Total	
	1893.	1894.	1893.	1894.	1893.	1894
	Rs.	Rs	Rs.	Rs.	Rs	Rs.
Stipendiary schools	1,06,711	1,03,701	1,64,003	1,56,003	2,70,744	2,59,704
Non-stipendiary schools ...	30,474	24,129	2,62,557	3,11,375	2,93,031	3,35,504
Schools abolished before the close of the year ...	2,857	4,335	8,900	9,216	11,757	13,551
Chief gurus and inspecting pandits	14,187	13,281	78,265	80,483	92,452	93 764
Examination charges ..	1,147	1,150	11,680	12,455	12,827	13,605
Scholarships and prizes ..	9,652	7,039	27,762	31,584	37,414	38,623
Grants for buildings and furniture	7,544	5,598	1,787	1,956	9,331	7,554
Other payments ..	8,715	9,394	21,609	23,932	30,324	33,326
Total ...	1,81,317	1,68,627	5,76,563	6,27,004	7,57,880	7,95,631
Allotment	1,87,372	1,77,561	6,22,351	6,51,380	8,09,723	8,28,941
Savings	6,055	8,934	45,788	24,376	51,843	33,310

104. The budget grant for primary schools controled by the Department was Rs. 2,10,038, against Rs. 2,01,360 in the preceding year. Out of this grant Rs. 1,22,000 were assigned to non-Board districts and to Municipal areas in Board districts. The grant for schools in Government Estates was Rs. 42,265; and the special grants for the Damin-i-koh, Banki, Angul, the Khondmals, and the Dinapore Nizamut Municipality were Rs. 7,500, Rs. 1,253, Rs. 2,341, Rs. 1,572, and Rs. 630, respectively. The total expenditure from all these grants (aggregating Rs. 1,77,561) was Rs. 1,68,627, against Rs. 1,81,317 in the preceding year. The districts which failed to spend their allotments were—the Sonthal Parganas (Rs. 1,000), Monghyr (Rs. 900), Shahabad (Rs. 1,600), Chittagong Hill Tracts (Rs. 600), Angul (Rs. 1,600), and others with smaller savings. In Monghyr a grant of Rs. 1,820 was originally made for schools in municipalities, but on the application of the Magistrate this was reduced to Rs. 1,000. There was an even larger saving in the urban portion of the Shahabad district. Altogether, the increased contributions made by Municipalities to primary schools for boys effected not only a decrease in the Provincial expenditure compared with the previous year, but large savings in the allotments originally made. These savings were still further increased by the fact that a considerable sum remained in hand unallotted to meet future demands, which, owing to the same causes, were not made. The Government, on being informed of these facts, undertook to regrant for the following year the amount of the savings; and finally a sum of Rs. 31,000 was regranted during the current year for the purpose of increasing the allotments of those districts which needed it most.

The cost of inspecting pandits and chief gurus amounted to Rs. 93,764, against Rs. 92,452 in the preceding year. The former have now practically replaced the latter in all districts; and the charge is one that may be expected to increase as District Boards recognise the importance of appointing more and better qualified men of this class.

105. The District Boards increased their allotments for the year by Rs. 29,029, and their expenditure by Rs. 50,441: the unexpended balance was accordingly reduced from Rs. 45,788 in 1892-93 to Rs. 24,376. The savings thus effected were distributed as follows:—24-Parganas Rs. 600, Nadia Rs. 1,300, Jessore Rs. 1,800, Khulna Rs. 1,000, Dinajpur Rs. 2,700, Rajshahi Rs. 2,000, Rangpur Rs. 800, Jalpaiguri Rs. 500, Backergunge Rs. 900,

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Mymensingh Rs. 600, Chittagong Rs. 800, Patna Rs. 900, Gaya Rs. 5,000, Shahabad Rs. 800, Saran Rs. 4,000, Muzaffarpur Rs. 1,000, Bhagalpur Rs. 1,000, Purnea Rs. 3,500, Cuttack Rs. 3,000, Balasore Rs. 1,000. These large amounts do not generally mean real savings, though sometimes unintended savings are made; as for example in Cuttack, where the Board assigned a much larger amount to the lower primary scholarship examination than was actually earned. Of course, if savings to this large extent were really effected, it would be much to be deplored, as the allotments are made in order to be spent upon schools. Most of the apparent savings are merely due to uncashed cheques; but there is still a considerable residue arising from a cause which ought not, after all that has been said about it, any longer to exist, namely, delay in paying within the year the full amounts earned for the year. There would be no great harm in this if the unspent amounts were added to the primary allotment for the following year; but, as I have stated in an earlier section, this is by no means always the case. The savings are thrown into a general fund, and distributed over various heads of which education may or may not be one; and the arrears fall, either wholly or in part, upon the ordinary allotment for the following year.

The districts that exceeded their allotments by any large sums were Patna (Rs. 1,400) and Noakhali (Rs. 8,000). In the last-named district the expenditure included the unspent balance of the preceding year, which was rightly regranted for the purpose.

106. The Municipal expenditure on primary schools was Rs. 51,630, against Rs. 32,916 in the preceding year—a most satisfactory increase. The exiguous allotment made by the Calcutta Corporation for this purpose has on several occasions been commented upon, and I have nothing new to add. The Inspector of Schools, Presidency Circle, makes the following remarks on the subject:—

"The Municipal expenditure on account of education has advanced at a leap from Rs 427, as returned by the schools in 1892-93, to Rs. 4,835. This is made up of Rs 2,778, being the grants for 1892-93 paid during the year under report, and of Rs. 2,057, being the grants for 1893-94. As the annual educational allotment is Rs. 3,000, it seems that the sum of Rs. 427 returned in the preceding year included some payments made after the close of that year. The allotment for 1893-94 has evidently not been fully spent. The payment of Rs 857 to secondary schools was not strictly in accordance with the provisions of the Act, which empowers the Corporation to encourage primary and technical education only. Rs. 132 shown against 'Miscellaneous' was paid to a 'Private tuition class' at Beniapukur in Ward XX. The Department is not aware of the existence of any such school, nor is it, as its name indicates, entitled to receive any help from public funds. The fact is that the Municipal fund is administered by the Ward Commissioners, who never consult the Department as to whether a school is eligible to any grants, and, if eligible, to how much.

"The question of making better provision for the advancement of primary education was more than once pressed upon the Corporation by the Local Government; but from a communication recently received from the Secretary to the Corporation, it appears that for the current year at least the Commissioners have resolved neither to increase the allotment nor to alter the mode of its administration. The Bombay Corporation spent on education during 1892-93 Rs. 55,220, against Rs. 51,300 in the preceding year."

With regard to the administration of the Municipal grant elsewhere, the practice differs in different districts. In some places the Commissioners themselves make payments to the teachers, often on the recommendation of the inspecting officers of the Department; while in others the annual allotment is placed at the disposal of the educational officers, to be expended by them for the benefit of schools situated within the urban tracts.

107. The details of "other payments" (paragraph 103) are given in the following statement:—

	1893.	1894
	Rs.	Rs.
Contributions to middle schools	1,265	1,226
Ditto to khas mahal, circle, and other schools ...	5,954	7,382
Stipends to gurus in guru-training classes	3,144	3,145
Commission for money-orders	6,342	6,924
Contingencies and miscellaneous	13,619	14,649
Total ...	30,324	33,326

108. The following table shows, district by district, the amounts expended in stipends and rewards, and the number of pupils (boys and girls) passing at the different examinations:—

Districts.		Amount paid in fixed stipends.	Amount paid in advance stipends, and finally deducted from the rewards earned at the examination.	Amount paid in rewards (inclusive of column 3).	Total of columns 2 and 4.	Number of Pupils passed from the Aided Schools at the— Upper primary scholarship examination.	Lower primary scholarship examination.	Standard A.	Standard B.	Remarks.
1		2	3	4	5	6	7	8	9	10
		Rs.	Rs.	Rs.	Rs.					
Burdwan Division.	Burdwan	8,905	3,170	10,351	19,256	212	680	2,495	4,935	
	Birbhum	1,565	280	6,427	7,992	90	392	1,196	2,304	
	Bankura	5,628	11	8,793	14,421	152	940	2,907	12,640	
	Midnapore	8,986	1,401	21,050	30,036	205	1,809	5,586	13,964	
	Hooghly	5,478	...	13,946	19,424	125	734	3,595	4,519	
	Howrah	4,316	911	4,731	9,047	56	297	1,464	2,920	
	Total ...	34,878	5,773	65,298	1,00,176	840	4,852	17,243	31,351	
Presidency Division.	24-Parganas	3,264	...	10,965	23,229	112	350	5,019	6,070	
	Nadia	4,899	1,070	5,089	10,588	69	201	722	2,852	
	Murshidabad	3,696	825	8,227	11,923	61	191	2,221	1,347	
	Jessore	6,846	...	6,874	13,720	100	135	1,169	4,295	
	Khulna	6,232	...	6,645	12,877	79	88	1,305	3,079	
	Total ...	24,937	2,495	47,400	(a)72,337	421	965	10,436	17,643	
Calcutta		6,210	...	1,808	(b) 8,018	77	256*	233	710	
Rajshahi Division	Rajshahi	1,999	...	7,223	9,222	64	231	2,227	1,358	
	Dinajpur	1,166	1,857	9,505	10,671	28	333	1,747	2,024	
	Jalpaiguri	5,636	...	2,198	7,834	19	111	245	275	
	Darjeeling	2,323	...	106	2,429	2	12	13	19	
	Rungpur	8,200	...	10,347	18,547	61	291	1,108	1,164	
	Bogra	1,748	700	3,376	5,124	24	117	1,421	1,514	
	Pabna	4,317	2,966	8,271	12,588	130	295	807	1,454	
	Total ...	25,389	5,523	41,026	66,415	328	1,390	7,628	7,808	
Dacca Division ...	Dacca	4,976	...	12,807	17,783	114	568	3,082	3,131	
	Mymensingh	8,411	1,102	14,871	23,282	162	307	1,901	2,718	
	Faridpur	6,621	1,686	7,282	13,903	80	255	1,208	1,889	
	Backergunge	8,180	274	10,758	18,938	126	768	2,963	3,886	
	Total ...	28,188	3,062	45,718	(c)73,906	491	1,898	9,154	11,624	
Chittagong Division.	Tippera	8,098	...	17,152	25,250	144	388	3,629	6,375	
	Noakhali	4,821	...	(e)17,445	(c)22,266	97	460	1,944	2,389	
	Chittagong	8,123	917	6,123	14,246	89	490	2,866	2,845	
	Chittagong Hill Tracts	2,388	..	...	2,388	...	5	...	...	
	Total ...	23,430	917	40,720	64,150	330	1,343	8,439	11,609	
Patna Division ...	Patna	2,628	...	11,519	14,147	19	960	4,237	5,128	
	Gaya	3,774	1,081	5,096	8,870	46	260	1,801	1,879	
	Shahabad	4,142	...	(d) 3,931	8,073	39	193	1,085	1,462	
	Saran	2,169	...	7,286	9,455	35	1,008	2,852	2,911	
	Champaran	2,522	1,616	7,111	9,633	30	407	2,148	2,384	
	Muzaffarpur	2,645	973	5,514	8,159	23	415	1,511	2,479	
	Darbhanga	2,173	2,199	11,798	13,971	29	866	2,900	4,183	
	Total ...	20,053	5,869	52,255	(d)72,308	221	4,109	15,534	20,426	
Bhagalpur Division.	Monghyr.	5,031	184	7,948	12,999	36	488	1,614	1,435	
	Bhagalpur	3,670	...	5,314	8,984	31	201	938	1,806	
	Purnea	3,276	...	2,796	6,072	13	398	1,099	2,100	
	Malda	3,167	...	2,592	5,759	31	125	606	787	
	Sonthal Parganas ...	6,568	37	6,998	13,566	44	590	1,460	1,598	
	Total ...	21,732	221	25,648	47,380	165	1,802	5,717	7,735	
Orissa Division ...	Cuttack	5,113	...	10,987	16,100	83	234	3,768	6,547	
	Balasore	5,725	...	6,542	12,267	94	1,266	1,340	1,684	
	Angul	1,085	...	635	1,720	..	33	132	851	
	Puri	3,293	...	5,665	8,958	57	426	1,014	1,664	
	Orissa Tributary Mahals	...	...	...	...	...	...	...	...	
	Total ...	15,216*	...	23,929	39,145	234	1,959	6,154	10,746	
Chota Nagpur Division.	Hazaribagh	10,850	...	2,587	13,437	22	279	405	292	
	Lohardaga	9,224	...	1,152	10,376	7	144	184	573	
	Palamau	4,481	...	274	4,755	7	55	...	...	
	Manbhum	11,777	...	1,802	13,579	25	102	996	1,460	
	Singhbhum	10,108	...	17	10,125	13	205	...	...	
	Total ...	46,440	...	5,832	52,272	74	785	1,675	2,325	
Grand Total ...		2,46,473	*23,860	3,49,654	5,96,107	3,181	19,350	82,213	121,977	
Grand Total for 1892-93 ...		2,56,869	23,704	3,07,672	5,63,241	2,782	19,215	71,571	121,879	

* One of these was a private candidate.
(a) Inclusive of Rs. 45 spent on a middle school.
(b) Ditto „ 14 ditto ditto.
(c) Ditto „ 517 ditto ditto.
(d) Ditto „ 83 contributed to khas mahal and circle schools, shown under "other payments."
(e) Ditto the rewards of Rs. 816 paid to khas mahal schools.

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The sum spent in rewards has risen from Rs. 3,07,072 to Rs. 3,49,634, while the expenditure on stipends has declined from Rs. 2,56,869 to Rs. 2,46,473. Roughly, the proportion of stipend payments to reward payments is as 5 to 7. It is least, (about 2 to 5) in the Patna Division, and greatest (about 8 to 1) in Chota Nagpur, and in Calcutta about 3 to 1: elsewhere it varies between 1 to 2 and 1 to 1. The districts that still patronise the stipendiary system to any large extent are the backward non-regulation districts, which had no indigenous system of their own, and for which the Department undertook to provide schools about a quarter of a century ago; as well as certain other districts where stipends were at first general, but where the local authorities are now gradually extending the system of rewards, and restricting stipends for the most part to lower primary schools in backward localities,—the places where they are certainly most needed. To these and to upper primary schools—to the former as an aid to stability, to the latter in recognition of their success—stipends are now being more and more rigorously confined. Notable among those districts in which stipends are still freely given are—Calcutta (the circumstances of which are exceptional), Burdwan, Howrah, Nadia, Jessore, Khulna, Rangpur, Faridpur, Backergunge, Chittagong, Shahabad, Purnea, Malda, and Balasore.

109. The system of paying rewards in advance is in partial operation in several districts, but it has not been introduced to any large extent, and is almost or quite unknown in the Bhagalpur, Orissa, and Chota Nagpur Divisions. Its trial on a large scale in any district is said to be possible only in the case of schools of ascertained stability and efficiency; and a Deputy Inspector who made advance payments to all schools alike would soon, it is alleged, find his means of giving substantial rewards to the most deserving teachers sadly crippled.

The system has been at work for the last two years in Burdwan and Howrah, and has now been experimentally introduced into portions of Birbhum and Midnapore. In Bankura it has not been introduced owing, it is said, to the indifference of the Local Boards. In the Hooghly district the question has not been considered. The system has since the close of the year been introduced into all the districts of the Presidency Division, and there is said to be unanimous testimony in its favour. In the Rajshahi Division it has been introduced into four districts, and has been the saving, according to the Assistant Inspector, of many non-stipendiary and ill-paid pathsalas. It is only in the Rajshahi, Jalpaiguri, and Darjeeling districts that it finds no favour. In the Dacca Division it is only in the district of Dacca that the system is not in use. In the Chittagong Division it was introduced for the first time last year into the Chittagong district, and was found so successful that it is to be extended. There were only one or two cases in which the amount paid as advance fell short of the earnings at the reward examination. In Tippera 100 pathsalas were selected in the previous year for advance stipends; but, writes the Deputy Inspector, "bills for them were not drawn by the Sub-Inspectors, perhaps because they did not think it worth their while to draw the small amounts,"—a remarkable reason which seems to demand explanation, since it is the essence of the advance system that small amounts, if regularly paid, are valued by the gurus and promote the stability of schools. In the Patna Division it is stated that the practice of giving rewards in advance has declined, having been discontinued in Saran and Patna, and not yet tried in Shahabad. In the Bhagalpur Division the advance system continued in force in Monghyr and the Sonthal Parganas. The Bhagalpur District Board finally rejected the scheme, after a lengthy correspondence, as being fraught with difficulty and danger. But even in the districts that have introduced it little progress is being made. In Monghyr, where advance payments have been sanctioned by the District Boards, the Sub-Inspectors are described as throwing obstacles in its way in order to avoid responsibility, meaning, apparently, the responsibility of selecting for advances schools that may afterwards fail to earn the full amounts; and thus it is becoming a dead-letter. In the Sonthal Parganas "the Sub-Inspectors have one and all represented that very few gurus are willing to accept stipends to be afterwards deducted from the rewards they will be entitled to"—a statement which gives rise to the suspicion that it has not been clearly explained to the gurus that they will not be called on for a refund in case their earnings should fall short of their receipts. In Chota Nagpur, where practically all the schools are stipendiaries, the system is not

required. In Orissa, again, the system has not been a success. It proved a failure in the Puri district, resulting in a great loss of money, and was discontinued during the year. The Cuttack Deputy Inspector thinks it unsuited to a district like his own, in which the schools are very numerous. The Balasore District Board is waiting to see how the system works in other districts.

110. Thus, the system has met with very varying success; and this is no more than was anticipated from the first, for at no time have the difficulties been ignored. These difficulties will be readily understood from an inspection of the table in the following paragraph. Column 10 of the table shows the average earnings of a lower primary school to be a little over Rs. 12 a year, or a rupee a month; that is to say, the best schools of this class earn a good deal more than Rs. 12, while the weaker ones fall short of it. Now it is just this latter class of schools, lacking the element of stability, for which the advance system is designed. Consequently, we have to offer a certain number of schools advance payments at the rate of Re. 1 or Re. 1-8 a month, in the hope that this will ensure improved results; though, without such encouragement, they have not succeeded in earning these amounts in the past. The success of the system in the Chittagong district, in certain districts of the Rajshahi Division, and elsewhere, shows that this hope is in many cases well founded. But we need feel no surprise that in other districts, as in Puri, it has failed. In fact, admirable and often successful as the system is, it cannot count upon general and assured success until the amount at the disposal of the District Boards for promoting primary education is so far increased that the average earnings of a school are a good deal higher than the annual sum of Rs. 12, Rs. 18, or Rs. 24 to be paid in advance stipends. The Orissa Inspector lays down five conditions which he thinks essential to the success of the system; but most of these are merely corollaries of the first,—"an increased primary allotment." That is the future that we all look forward to, and when that is reached it will be plain sailing. If a guru can count upon earning an average of Rs. 30 or Rs. 36 at the reward examinations, his position will be greatly improved, and the stability of his school enhanced, if he can get a quarterly payment of Rs. 3 to Rs. 5, and a lump sum of Rs. 18 or Rs. 20 in addition at the close of the year. These are small figures, though as yet beyond our reach; and it is only when they are attained to that the primary system will be placed on a thoroughly satisfactory and stable footing.

111. The apportionment of the primary grant between upper and lower primary schools, and the relative cost of these classes of institutions to Provincial and District funds, are shown in the subjoined table, district by district:—

Districts.		Allotment.	Expenditure on Primary Schools.		Number of Primary Schools.		Pupils in Primary Schools.		Cost per School in Rupees.		Cost per Pupil in Annas.	
			Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Upper primary.	Lower primary.	Upper primary.	Lower primary.
1		2	3	4	5	6	7	8	9	10	11	2
		Rs.	Rs.	Rs.								
Burdwan Division.	Burdwan ...	24,554	6,684	12,572	148	1,134	6,349	29,927	45·	11·	16·	6·
	Birbhum ...	8,894	2,189	5,805	72	654	2,652	14,949	29·9	9·	13·2	6·3
	Bankura ...	18,350	4,532	9,889	137	1,063	3,784	28,139	33·	12·	20·	7·1
	Midnapore ...	35,777	8,051	21,985	201	3,443	7,317	75,052	40·	6·7	17·6	4·9
	Hooghly ...	16,283	4,222	12,202	78	1,049	3,076	28,963	55·1	14·5	22·	8·4
	Howrah ...	10,981	3,434	5,613	61	550	2,869	19,750	56·2	10·	19·3	4·5
Total for the Division	...	114,839	29,110	71,066	698	7,902	26,047	196,780	41·7	8·9	17·8	5·7
Presidency Division.	24-Parganas ...	26,915	3,787	19,442	95	1,001	3,289	35,400	39·8	19·4	15·58	8·7
	Nadia	12,843	2,687	7,901	63	449	2,453	10,979	42·6	17·6	17·5	11·5
	Murshidabad ...	16,806	2,316	9,807	48	494	2,017	13,648	48·	19·4	16·3	11·2
	Jessore	13,437	5,002	8,718	198	636	3,703	16,653	46·31	13·7	21·27	8·3
	Khulna	15,219	4,094	8,938	87	822	3,280	20,546	47·06	10·6	19·	6·
Total for the Division	...	85,220	17,886	54,406	401	3,402	15,407	97,226	44·6	15·9	18·5	8·7
Calcutta	...	(a)9,172	586	7,418	10	186	567	8,842	58·6	39·8	16·5	13·4
Rajshahi Division	Rajshahi ...	12,247	2,813	6,409	61	262	1,992	7,095	46·1	24·4	22·5	14·4
	Dinajpur ...	15,103	3,374	7,297	94	523	3,172	12,140	35·8	13·9	17·	9·6
	Jalpaiguri ...	9,269	2,655	5,179	41	238	1,246	5,170	64·	22·	34·	16·
	Darjeeling ...	2,544	769	1,660	5	35	141	617	15·4	47·	87·	43·
	Rangpur ...	19,908	4,943	13,604	90	681	3,015	15,607	54·	21·5	26·	13·9
	Bogra ...	5,309	1,341	3,783	41	224	1,641	6,353	32·7	16·8	13·	9·5
	Pabna ...	12,984	5,492	7,096	101	325	3,993	9,045	54·37	21·7	22·	12·4
Total for the Division	...	77,364	21,387	45,028	443	2,238	15,200	56,027	49·4	20·1	24·5	12·8

(a) Excluding Rs. 826, salaries of inspecting pandits.

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Districts.	Allotment.	Expenditure on Primary Schools.		Number of Primary Schools.		Pupils in Primary Schools.		Cost per School in Rupees.		Cost per Pupil in Annas.	
		Upper	Lower.	Upper.	Lower.	Upper.	Lower.	Upper primary.	Lower primary.	Upper primary.	Lower primary.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.								
Dacca Division ... Dacca	19,571	5,606	12,177	174	851	5,858	22,658	32·2	14·3	15·2	8·5
Mymensingh ...	27,987	8,688	14,594	217	1,067	7,122	21,345	40·	13·6	19·5	10·9
Faridpur ...	16,285	5,502	8,401	137	591	5,012	14,012	40·1	14·2	17·5	9·5
Backergunge ...	23,815	4,384	14,037	139	2,488	4,939	55,572	31·5	5·6	14·	4·
Total for the Division ...	87,658	24,180	49,209	667	4,997	22,931	113,587	36·2	9·8	16·	6·9
Chittagong Division. Tippera ...	29,738	8,524	16,726	220	2,474	7,716	48,671	38·7	6·8	17·6	5·5
Noakhali ...	18,464	5,702	16,564	111	1,201	3,949	24,859	51·3	13·8	23·1	10·6
Chittagong ...	16,458	5,732	8,514	113	653	5,763	20,705	41·8	13·	15·9	6·5
Chittagong Hill Tracts ...	3,406	623	1,765	4	17	89	285	155·7	103·8	112·	90·
Total for the Division ...	68,066	20,581	43,569	448	4,345	17,517	94,520	45·9	10·	18·7	7·2
Patna Division ... Patna	17,890	2,153	11,994	21	792	1,149	19,702	102·5	15·1	29·9	9·7
Gaya	19,541	3,910	4,960	35	839	1,728	17,089	111·7	5·9	36·2	4·5
Shahabad ...	13,929	2,736	5,337	31	298	1,396	7,602	88·2	17·9	31·3	11·1
Saran	16,033	1,749	7,706	24	617	1,375	15,873	72·9	12·4	20·3	7·7
Champaran ...	12,352	1,932	7,701	20	723	782	16,420	96·6	10·6	39·5	7·5
Muzaffarpur ...	11,724	1,937	6,222	22	377	978	9,359	88·	16·5	31·6	16·6
Darbhanga ...	15,994	2,215	11,756	22	659	1,094	16,564	100·6	17·8	32·4	11·3
Total for the Division ...	107,463	16,632	55,676	175	4,305	8,502	102,669	95·	12·9	31·3	8·6
Bhagalpur Division. Monghyr ...	16,440	1,766	11,233	20	580	995	13,421	88·3	19·3	27·3	13·3
Bhagalpur ...	11,840	2,279	6,705	24	460	1,259	10,280	94·9	14·5	28·1	10·2
Purnea ...	11,527	1,822	4,750	20	479	766	10,430	66·1	9·9	27·6	7·2
Malda ...	8,658	3,102	2,657	59	158	2,750	4,340	52·5	16·8	18·8	9·7
Sonthal Parganas	19,646	4,081	9,485	79	427	2,655	9,696	52·	22·	25·	16·
Total for the Division ...	68,111	12,550	34,830	202	2,104	8,425	48,173	62·1	16·5	23·8	11·5
Orissa Division ... Cuttack	24,288	4,254	11,846	102	1,850	3,168	28,318	41·7	6·4	21·4	6·6
Balasore ...	15,538	4,595	7,772	78	889	1,953	15,070	58·9	8·7	37·6	7·9
Angul	2,800	70	1,650	2	126	39	1,560	35·	13·	28·7	16·9
Puri	10,344	2,614	6,344	49	679	1,181	9,067	53·3	9·3	35·4	11·1
Orissa Tributary Mahals ...											
Total for the Division ...	52,970	11,533	27,612	231	3,544	6,341	54,615	49·9	7·7	20·1	8·
Chota Nagpur Division. Hazaribagh ...	17,467	1,320	12,117	26	390	1,137	11,849	50·7	31·	18·5	16·3
Lohardaga ...	12,481	876	9,500	15	395	500	9,440	58·4	24·	28·	16·1
Palamau ...	6,166	502	4,163	8	149	283	3,593	74·	27·9	33·4	18·5
Manbhum ...	14,592	2,096	11,483	31	478	1,169	11,504	69·2	26·3	29·3	17·3
Singhbhum ...	12,141	1,720	8,405	25	286	1,766	11,750	68·8	36·4	15·7	14·1
Total for the Division ...	62,847	6,604	45,668	105	1,698	4,855	48,136	62·8	26·8	21·7	14·2
Grand Total ...	7,33,710	1,61,049*	†4,34,482	3,370	34,721	125,792	820,575	47·7	12·5	20·4	8·4
Total for 1892-93 ...	7,21,647	1,64,308	3,98,264	3,285	34,552	123,927	823,007	50·	11·4	21·2	7·7

* Inclusive of Rs. 469, contributed to khas mahal schools.
† Ditto ,, 430 ditto ditto.

The totals of columns 3 and 4 fall short of the amounts shown in column 2, because the former do not include indirect payments, such as the salaries of inspecting pandits, examination charges, money-order commission, prizes to pupils, &c. The table includes only those schools that actually received payments, and therefore the number of schools in columns 5 and 6 is less than that shown in the first paragraph of this section. It appears that while the number of upper primaries increased, the total payments made to them decreased, so that the average receipt of each school fell from Rs. 50 to Rs. 47·7. On the other hand, while the number of lower primaries fell slightly, payments on a much larger scale were made to them, and the average earnings of a lower primary school rose accordingly from Rs. 11·4 to Rs. 12·5. The average cost of the two classes of primary schools throughout Bengal is roughly Rs. 4 a month for an upper, and Re. 1 a month for a lower primary. It varies not only from district to district, but from division to division; the higher rate of expenditure not necessarily indicating superior efficiency, but rather a higher market value for efficient teachers, a higher cost of living, or the necessity of supplementing local fees by higher payments in backward parts.

112. The following table shows the number of pupils in each district in the different stages of primary instruction, and compares its relative position with reference to the progress made in this respect. The "merit mark" is found by assigning values of 5, 3, and 1 respectively to pupils in the three stages of instruction:—

Districts.	Population of school-going age.			Pupils in upper primary stage, as in Education General Table V.			Pupils in Lower Primary stage. Reading printed books, as in Education General Table V.			Pupils in Lower Primary stage. Not reading printed books, as in Education General Table V.			Total.			Merit marks.			Percentage of pupils to population of school-going age.			Percentage of merit marks to population of school-going age.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Burdwan	102,430	106,351	208,781	4,347	49	4,396	30,353	1,538	31,891	6,595	442	7,037	41,295	2,029	43,324	119,389	5,301	124,690	40·3	1·9	20·7	116	4·9	59·8
Birbhum	58,445	61,229	119,674	1,684	11	1,695	15,447	482	15,929	6,178	465	6,643	23,309	958	24,267	60,939	1,966	62,905	39·8	1·5	20·3	104·2	3·2	51·5
Bankura	78,891	81,559	160,450	2,455	28	2,483	26,244	3,462	29,706	5,896	901	6,797	34,595	4,391	38,986	96,903	11,427	108,330	45·1	5·4	24·2	122·8	14	67·5
Midnapore	196,215	198,512	394,727	3,607	63	3,670	62,752	2,933	65,685	32,100	2,291	34,391	98,459	5,287	103,746	238,341	11,405	249,796	50·1	3·4	26·3	121·4	5·7	62·7
Hooghly	79,370	82,135	161,505	3,275	90	3,365	28,834	1,812	30,646	11,035	899	11,934	43,144	2,801	45,945	113,912	6,785	120,697	54·3	3·4	28·4	143·5	8·2	74·7
Howrah	54,733	53,448	108,181	2,105	75	2,180	16,750	1,037	17,787	8,291	645	8,936	27,146	1,757	28,903	69,066	4,131	73,197	49·5	3·2	26·7	127·1	7·7	67·9
Total ...	570,084	583,234	1,153,318	17,473	316	17,789	180,380	11,264	191,644	70,695	5,643	75,738	267,948	17,223	285,171	698,600	41,015	739,615	46·2	2·7	24·7	122·5	7·3	63·6
24-Parganas	148,392	135,413	283,805	4,256	181	4,437	41,096	3,024	44,122	15,080	2,133	17,213	60,434	5,338	65,772	159,654	12,110	171,764	41·2	3·8	23·1	107·5	8·8	60·5
Nadia	120,322	126,294	246,616	2,392	41	2,433	14,311	1,461	15,772	4,916	1,273	6,189	21,619	2,775	24,394	59,809	5,861	65,670	17·9	2·1	9·8	41·3	4·6	26·6
Murshidabad	90,849	96,793	187,641	1,814	14	1,828	15,426	738	16,164	3,208	273	3,481	20,448	1,025	21,473	58,556	2,557	61,113	23·5	11·	11·4	64·4	2·6	32·5
Jessore	141,200	142,124	283,324	2,350	13	2,363	18,110	1,517	19,627	5,400	815	6,215	25,860	2,345	28,205	71,480	5,431	76,911	18·3	1·6	9·9	50·5	3·8	27·1
Khulna	92,697	83,951	176,648	2,048	36	2,084	19,804	1,611	21,415	8,510	738	9,248	30,362	2,385	32,747	78,162	5,751	83,913	32·7	2·8	18·5	84·3	6·8	47·5
Total ...	593,460	584,574	1,178,034	12,860	285	13,145	108,749	8,351	117,100	37,114	5,232	42,346	158,723	13,868	172,591	427,661	31,710	459,371	26·7	2·3	14·6	72·	5·4	38·9
Calcutta	67,011	35,222	102,233	4,471	408	4,829	10,028	4,032	14,060	2,553	2,440	4,693	17,002	6,580	23,582	54,742	16,276	71,018	34·7	18·6	23·	111·7	46·5	84·5
Rajshahi	98,150	98,849	196,999	792	5	797	9,693	351	10,044	1,683	126	1,809	12,168	482	12,650	34,722	1,204	35,926	12·3	·4	6·4	35·3	1·3	18·2
Dinajpur	121,807	111,568	233,375	720	9	729	19,353	805	20,158	705	114	819	20,778	928	21,706	62,364	2,574	64,938	17·	·8	9·3	51·1	2·3	27·8
Jalpaiguri	54,698	47,503	102,201	439	5	444	7,548	344	7,892	115	14	129	8,102	363	8,465	24,944	1,071	26,025	14·7	·7	8·2	45·6	2·2	25·4
Darjeeling	18,456	15,040	33,496	473	44	517	1,430	170	1,600	894	214	1,108	2,797	428	3,225	7,549	944	8,493	15·1	2·8	9·6	40·8	6·2	25·3
Rangpur	159,271	150,547	309,818	1,317	9	1,326	18,224	585	18,089	2,730	175	2,905	22,271	760	23,040	63,987	1,975	65,962	13·9	·5	7·4	40·1	1·3	21·2
Bogra	63,837	59,786	123,623	581	4	885	8,507	173	8,680	2,372	122	2,494	11,760	299	12,059	32,298	661	32,959	18·7	·5	9·8	51·3	1·1	26·8
Pabna	101,686	102,672	204,358	1,839	1	1,840	12,241	499	12,740	3,419	443	3,862	17,499	943	18,442	49,337	1,945	51,282	17·2	·9	9·	48·5	1·8	25
Total ...	616,905	585,965	1,202,870	6,461	77	6,538	76,996	2,927	79,923	11,918	1,208	13,126	95,375	4,212	99,587	275,211	10,374	285,585	15·4	·7	8·2	44·6	1·7	23·7
Dacca	180,087	183,013	363,100	3,850	63	3,913	33,484	2,266	35,750	8,638	1,189	9,827	45,972	3,518	49,490	128,340	8,302	136,642	25·5	1·9	13·3	71·3	4·5	37·6
Mymensingh	268,293	252,535	520,827	3,948	24	3,972	33,899	3,525	37,415	..	...	..	37,838	3,549	41,387	121,410	10,695	132,105	14·1	1·4	7·9	45·2	4·2	25·3
Faridpur	133,963	135,034	268,997	2,077	95	2,172	20,084	1,965	22,049	6,204	1,508	7,712	28,365	3,568	31,933	75,841	7,878	84,719	21·1	2·6	11·8	57·3	5·8	31·4
Backergunge	165,666	157,428	323,094	2,539	45	2,584	42,780	2,737	45,517	23,426	2,385	25,805	68,739	5,167	73,906	164,455	10,821	175,276	41·4	3·2	22·8	99·2	6·8	54·2
Total ...	748,008	728,610	1,476,618	12,414	227	12,641	130,238	10,493	140,731	38,262	5,082	43,344	180,914	15,802	196,716	491,046	37,696	528,742	24·1	2·1	13·3	65·6	5·1	35·8
Tippera	136,770	130,670	267,440	2,504	22	2,526	38,260	3,924	42,184	12,774	2,501	15,275	53,538	6,447	59,985	140,074	14,383	154,457	13·1	4·9	22·4	102·4	11·	57·7
Noakhali	76,309	75,144	151,453	1,415	7	1,422	21,266	841	22,107	7,343	1,164	8,507	30,024	2,012	32,036	78,216	3,722	81,938	39·3	2·6	21·1	102·4	4·9	54·1
Chittagong	92,380	101,145	193,525	2,147	11	2,158	30,948	1,644	32,592	2,183	870	3,333	35,518	2,525	38,163	106,062	5,857	111,919	38·3	2·4	19·6	114·8	5·7	57·8
Chittagong Hill Tracts ...	8,935	7,158	16,093	19	1	20	471	37	508	...	...	...	490	38	528	1,508	116	1,624	5·4	·5	3·2	16·8	1·6	10·
Total ...	314,394	314,117	628,511	6,085	41	6,126	90,945	6,446	97,391	22,600	4,535	27,135	119,630	11,022	130,652	325,860	24,078	349,938	38·	3·5	20·7	103·6	7·6	56·6

Districts.	Population of school-going age.			Pupils in upper primary stage, as in Education General Table V.			Pupils in Lower Primary stage. Reading printed books, as in Education General Table V.			Pupils in Lower Primary stage. Not reading printed books, as in Education General Table V.			Total.			Merit marks.			Percentage of pupils to population of school-going age.			Percentage of merit marks to population of school-going age.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Patna	129,859	135,490	265,349	1,066	18	1,084	17,914	839	18,753	15,186	958	16,144	34 166	1 815	35,981	74,258	3,565	77 823	26·3	1·3	14·5	57·2	2 6	29·3
Gaya	156,751	103,998	260,749	827	...	827	11,165	697	11,862	8,698	597	9,295	20 690	1,294	21,984	46 328	2,688	49,016	13·2	1·2	8·4	29·6	2·5	18·1
Shahabad	148,619	160,880	309,499	830	...	830	6,501	128	6,629	6,061	157	6,248	13,392	315	13,707	29,714	571	30,285	9	·2	4·4	19·9	3	9·7
Saran	170,088	200,032	370,120	831	..	831	11,649	535	12,184	7,938	1,084	9,022	20,418	1,619	22,037	47,046	2,689	49 729	12	·8	7·3	27 6	1·3	16·5
Champaran ...	140,420	138,499	278,919	318	...	318	7,109	118	7,227	10,549	120	10,669	17,976	238	18,214	33,466	474	33,940	12 8	·1	6 5	23 8	·3	12·1
Muzaffarpur	195,866	210,910	406,716	697	..	697	9 410	234	9 644	8,080	317	8,397	18,187	551	18,738	39,795	1,019	40 814	9·2	·2	4·6	17	·4	10
Darbhanga	205,647	214,645	420 292	556	...	556	13,979	268	14,247	6,572	305	6,877	21,107	573	21,680	51,289	1,109	52,398	10·2	·2	5·1	24·9	·5	12·4
Total ...	1,147,190	1,164 454	2,311,644	5,125	18	5,143	77,727	2,819	80,546	63,084	3,568	66,652	143,936	6,405	152,341	321,890	12,115	334,005	12 7	·5	6·5	28	1	14·4
Monghyr	148 060	157,342	305,402	670	1	671	9,637	1,192	10,829	9,905	1,587	11,492	20,212	2,780	22,992	42,166	5,168	47,334	13·6	1·7	7·5	28·4	3·2	15·4
Bhagalpur	150,730	154,175	304,905	648	15	663	8,887	360	9,247	6,936	574	7 510	16,471	949	17,420	36,837	1,729	38,566	10·8	·6	5·7	24 4	1·1	12·6
Purnea	149 024	146,274	295,298	404	1	405	7,486	194	7,680	6,036	302	6,338	13,926	497	14,423	30,514	889	31,403	9·3	·3	4·8	21·2	·6	10 6
Malda	59,957	62,250	122,237	906	4	910	6,386	348	6,734	2,169	274	2,443	9,461	626	10,087	25,857	1,338	27,195	13·7	1·	8·2	48 1	2·1	22·3
Sonthal Parganas	130,585	132,544	263,129	768	24	792	10,740	522	11,262	5,209	291	5,500	16,717	837	17,554	41,269	1,977	43,246	13·8	·6	7·2	34 1	1·6	17·7
Total ...	638,386	652,585	1,290,971	3,396	45	3,441	43,136	2,616	45,752	30,255	3,028	33,283	76,787	5,689	82,476	176,643	11,101	187,744	12·2	·8	6 5	28	1·7	14
Cuttack	141,083	149,567	290,650	1,075	42	1,117	26,203	1,169	27,372	16,805	1,210	18,015	44,083	2,421	46,504	100,789	4,927	105,716	31·2	1·6	16	71 4	3·2	36·3
Balasore	72 245	76,948	149,193	778	60	838	18,926	864	19,790	11,565	768	12,333	31,269	1,792	33,061	72,233	3,960	76,193	43·3	2 3	22·2	99·9	5·1	51
Angul	12,865	12,643	25,508	73	2	75	1,299	59	1,358	721	36	757	2,093	97	2,190	4,983	223	5,206	16·3	·8	8 6	38 7	1·7	20 4
Puri	71,179	70,570	141,749	602	13	615	10,103	544	10,647	4,266	338	4,604	14,971	895	15,866	37,585	2,035	39,620	21	1 3	11·2	52·8	2·9	28
Total ...	297,372	309,728	607,100	2,528	117	2,645	56,531	2,736	59,267	33,357	2,352	35,709	92,416	5 205	97,621	215,590	11,145	226,735	31 1	1·7	16	72·5	3·5	37·3
Orissa Tributary Mahals ...	127,407	127,093	254,500	591	17	608	6,756	250	7,006	7,672	233	7,905	15,019	500	15,519	30,895	1,068	31,963	11·7	·3	6	24·2	·8	12·5
Hazaribagh	85,044	89,603	174,647	938	38	976	6,038	593	6,631	6,491	1,104	7,595	13,467	1,735	15,202	29,295	3,073	32,368	15·8	1·9	8·7	34·4	3·4	18·5
Lohardaga	82,780	86,551	169,331	406	32	438	6,207	563	6,770	5,857	587	6,444	12,470	1,182	13,652	26,506	2,436	28,994	15	1·3	8	32	2·8	17
Palamau	44,148	45,368	89,516	147		147	1,589	78	1,667	2,398	129	2,527	4,134	207	4 341	7,900	363	8,263	9·3	·4	4 8	17·8	·8	9·2
Manbhum	88,980	90,019	178,999	594	6	600	9,230	348	9,578	4,290	384	4,674	14,114	738	14,852	34,950	1,458	36,408	15·8	·8	8·2	39·2	1·7	20·3
Singhbhum	40,712	41,110	81,822	567	27	594	9,151	1,022	10,173	5,130	1,016	6,146	14,848	2,065	16,913	35,418	4,217	39,635	36·4	5	20 6	86·9	10·2	48·4
Total ...	341,664	352,651	694,315	2,652	103	2,755	32,215	2,604	34,819	24,166	3,220	27,386	59,033	5,927	64,960	134,071	11,547	145,618	17 3	1·6	9·3	39·2	3·2	20·9
Grand Total ...	5,461,912	5,494,642	10,956,554	74,006	1,654	75,660	813,701	54,538	868,239	341,076	36,241	377,317	1,228,763	92,433	1,321,216	3,152,209	208,125	3,360,334	22·4	1·6	12·6	57	3·8	30·7
Grand Total for 1892-93	5,461,892	5,494,642	10,956,554	74,466	1,503	75,969	794,344	51,494	845,838	350,766	35,672	386,438	1,219,576	88,669	1,308,245	3,106,128	197,669	3,303,797	22·3	1·6	11·5	57	3	30

113. The differences shown in column 22 in the progress made in various districts are due generally to two causes; differences in the advancement of different parts of the country, and differences in the amount or in the system of administration of the primary grant in different districts; of which the former is the more permanent and effective cause. The indigenous system of education was from time immemorial in extended operation in the Burdwan Division, which used to supply gurus to other parts of Central Bengal before the system of departmental supervision began. Orissa was quite independent of Bengal in this respect, and had its own national system of education, which was probably more far-reaching in its influence than even that of Bengal. Dacca or Bikrampur occupied the same position in Eastern Bengal as Burdwan did in respect of the Central and Western districts. In Bihar, on the other hand, there was no widespread indigenous system, and therefore no traditions among the villagers leading them to the general and ready acceptance of education when offered. In these parts we have to break new ground, instead of raising a slightly different crop in soil already prepared.

114. The less effective and more remediable cause lies in the different degrees of efficiency with which the primary grant is administered. In this matter the Boards are generally willing to learn, and to bring themselves up to the level of their neighbours, either by seeking advice, or by introducing methods found useful elsewhere and abandoning those which experience has pronounced against. For example, Gaya has fallen from the second to the fourth place in order of merit among the districts of the Patna Division; and at the instance of the Chairman of the District Board, the Inspector has written a lengthy note to show what defects should be removed and what improvements introduced,—chiefly in the way of spending more money on the schools. In the Chittagong Division, the district of Chittagong has made a considerable advance compared with the others; and the Assistant Inspector comments on this as follows:—"The multiplication of schools has been carried to an undue length in Tippera and Noakhali; it is now a positive evil. Measures should be devised to check the further multiplication of schools, and attention should be confined to strengthening and improving them." (This may be true in Tippera, where the earnings of a lower primary school are only Rs. 6-8 a year; but the evil has at any rate not yet declared itself in Noakhali, where they are double that rate.) In the Rajshahi Division, the district of Rajshahi is a good way behind; and the Commissioner attributes the fact to certain rules framed by the District Board, limiting the amount payable to individual schools. "The effect," he writes, "is to stint the larger and starve the smaller schools. The arrangement probably accounts for the failure of the district to progress with others in this respect." The fact is that a series of experiments is being tried by District Boards all over Bengal, with an allotment always insufficient for its purpose. They are urged, on the one hand, to subsidise more schools and spread more widely the blessings of education; on the other, to increase the payments to schools to such a rate as will ensure efficiency and stability. It is difficult to hit the happy mean; but District Boards have always the Deputy Inspector at hand, and the Inspector or Assistant Inspector to advise them when called on. The Boards generally know a great deal more about primary education than they did a few years ago; they have profited by their experience, and there are certain mistakes which they no longer fall into.

115. The question of fixing a maximum limit for the rewards which a primary school may earn is one which closely concerns the economical administration of the primary grant, and has received much attention from District Boards. Thus, in the Burdwan Division, the maximum amount which can be earned in a year in the Burdwan district is Rs. 40, in Birbhum Rs. 36, in Bankura Rs. 50, and in Howrah Rs. 60, and no rewards at all are given unless the earnings amount to at least Rs. 5 in Burdwan, Rs. 4 in Howrah, and Rs. 3 in Birbhum and Bankura. These limits are inclusive, and apply not merely to the rewards earned at the standard (A and B) examinations, but also to those which may be earned by passing pupils at the lower and upper primary scholarship examinations. In other districts, however, rewards are given for the latter examinations in addition to the limit fixed for the former. Thus, in the 24 Parganas there is a limit of Rs. 30 for the standard examinations; but for higher examinations the limit is raised to Rs. 95 for lower and to Rs. 125 for

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upper primary schools. In Nadia the superior limits are fixed at Rs. 60 for lower and at Rs. 72 for upper primary schools. In Jessore and Khulna all the upper primary schools are stipendiaries, and therefore earn no rewards; for lower primaries, limits of Rs. 60 and Rs. 50 respectively have been fixed. In Murshidabad it has been fixed at Rs. 55; but upper primary schools are examined by the A and B standards only. In these districts the minimum earnings that entitle a school to receive a reward are fixed at Rs. 4 or Rs. 5, except in Khulna where it is as low as Re. 1-8. With regard to the Patna Division, it was pointed out in the last report that the maximum limit of Rs. 40 was too low, inasmuch as a good school could earn this by the standard examinations alone, and the guru, therefore, had no inducement to try for any higher standard. It is now proposed that Rs. 36 should be fixed as the maximum for the A and B standards, to be raised to Rs. 60 for the lower primary, and to Rs. 72 for the upper primary scholarship standard. In the districts of the Bhagalpur Division generally, separate limits are fixed for rewards earned at the higher examinations, in addition to those which may be gained by the A and B standards. In the Sonthal Parganas, however, the Education Committee is not in favour of putting any restriction on earnings, and no limit has been fixed. In the Chota Nagpur Division, both stipendiaries and non-stipendiaries compete at all examinations without any limit as to rewards, but the former class of schools can only earn rewards at half rates. In the Orissa Division the Inspector strongly urges District Boards to pay rewards for the higher examinations in addition to the limits fixed for the lower.

116. The following extract from the Rajshahi divisional report gives a compendious account of the practices prevailing in different districts, which may be read with interest:—

In *Rajshahi*, of 334 aided boys' schools, 42 are stipendiary and 292 paid by results. The advance system has not yet been tried in the district. All lower primary schools under the Boalia Municipality receive no monthly stipends, but those under Nator are stipendiary. No pathsala is recognised which does not present at least ten pupils at the reward examination. This examination is held twice a year, *in situ* when possible. The half-yearly maximum reward is Rs. 18 for a lower and Rs. 21 for an upper primary school. The Rajshahi District Board writes on the subject of a maximum limit of reward:—"The regulation has no doubt reduced the cost, but has, on the other hand, been the cause of abolition of some of the best schools." Girls' schools are stipendiary, and rewards for passing girls double the rate for boys. In *Dinajpur*, of 611 aided boys' schools, only 22 are stipendiary. All lower primary schools, except seven, are non-stipendiary. The maximum reward for a lower primary is Rs. 42, and for an upper primary Rs. 54. In the case of backward non-stipendiary schools, it has been the rule to allow an advance of Rs. 2 to upper primaries and Re. 1 to lower primaries as a stability or subsistence allowance, but on the condition that candidates are sent up regularly for either the upper primary or lower primary examination. This condition, also observed in Pabna, accounts for many of the failures at those examinations. In *Jalpaiguri*, very few recognised pathsalas receive no stipends, and they all earn rewards at the scholarship examinations. In the Terai, stipendiary lower primary schools receiving less than Rs. 8 a month compete at the standard examinations for rewards; but the advance-reward system has not yet been introduced into Jalpaiguri and Darjeeling. In *Rangpur*, stipends are given to lower primary, as well as to upper primary schools, but the number of stipendiary schools is limited to four upper and ten lower primaries in each thana. The amount of stipend for the former varies from Rs. 4 to Rs. 6 a month, and for the latter from Rs 2-8 to Rs. 3, but Municipal lower primaries are paid so much as Rs. 8 as monthly stipend. The District Board is trying to subsidise upper primary schools on grant-in-aid principles, *i.e.*, if the managers guarantee Rs. 7 a month from local sources and entertain efficient teachers, the District Board has promised to sanction a grant-in-aid. An advance not exceeding Rs. 12 is given in September to gurus seeking advances, but the amount is limited to Rs. 110 for each thana, and is deducted from the rewards earned by the school. The reward examination was held at 88 centres in January and February, and 508 schools were examined. The rate for passing by the higher standard (equivalent to the examination of the second class of an upper primary school) is Rs. 5, by the A standard Rs. 4, and by the B standard Rs. 3. Stipendiary schools are not allowed to compete at the standard examinations. In *Bogra* the rate of reward for each boy passing the upper primary examination is Rs. 3, and for the lower primary examination Rs. 2; it is Re. 1-8 for the first division of the A standard and Re. 1 for the second division of the same standard, and annas 12 for the B standard. The maximum reward for a primary school is Rs. 50 in the year, but is exclusive of special rewards. In the case of girls, the rate of reward in Bogra and Dinajpur is triple that for boys. The reward examination was conducted by the Sub-Inspector and inspecting pandits at 30 selected centres. In *Pabna* fixed monthly stipends are allowed to no lower primary schools, and only to such upper primaries as have a first class under training for the next upper primary examination, and have in the previous year passed more than one candidate

at the same examination. Monthly stipends vary from Rs. 3-8 to Rs. 5, and schools with 40 pupils receive an additional stipend of Rs. 2 a month for a second guru; if a school has more than 55 pupils the additional stipend is Rs. 2-8 a month. An advance of Rs. 2 is paid to non-stipendiary upper primary schools, on condition that they send up candidates; but this advance is not deducted from the rewards earned, unless the total amount exceeds Rs. 48—the maximum reward. Successful lower-primary schools are given an advance of Re. 1-8, and those that send up candidates to the scholarship examinations, but are not successful, receive Re. 1, while those that do not send up candidates get nothing. The maximum reward for lower primary schools is Rs. 42. The reward examinations were conducted *in situ*, but where the schools were within very short distances they were examined in gatherings by the Sub-Inspectors.

This extract illustrates fairly enough what has been said about the tentative and experimental character of the different systems in force. Different methods are tried, and adopted or abandoned; and by the interchange of experiences, each district learns from the example of others what practices to follow or avoid in the interests of economy and efficiency.

117. In addition to the A and B standards noted above, which are prescribed by the Department, a C standard, below the B, has been adopted in a few districts for the encouragement of elementary schools in the most backward tracts. For example, it is in force in the Faridpur district for Muhammadan boys from maktabs and for girls, and in Mymensingh for boys of aboriginal races and for girls. But in general, the two standards prescribed are found sufficient as a means of ascertaining the proficiency of schools for rewards, and a third standard would make the system needlessly complex.

118. Upper Primary Schools.—The following statement shows the statistics of attendance and expenditure in upper primary schools for native boys during the year:—

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1893.	Average number on the rolls monthly.	Average daily attendance.	Expenditure— From public funds. Provincial revenues.	From public funds. District funds.	From public funds. Municipal funds.	From private funds. Fees, &c.	From private funds. Other sources.	Total.
1.	2	3	4	5	6	7	8	9	10	11
Upper Primary Schools.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	10	280	259	151	1,619	...	...	...	...	1,619
Ditto by District or Municipal Boards	10	367	330	239	...	704	429	139	11	1,283
Aided by Government or by District or Municipal Boards ...	3,522	133,435	124,500	97,274	43,543	1,28,250	11,870	1,94,609	65,330	4,43,602
Unaided	221	7,401	6,660	5,306	...	...	...	9,765	10,512	20,277
Total ...	3,763	141,483	131,749	102,970	45,162	1,28,954	12,299	2,04,513	75,853	4,66,781
Total for 1892-93 ...	3,697	139,726	127,963	100 209	46,748	1,30,046	6,730	1,99,512	77,150	4,60,186

The number of upper primary schools managed by Government has risen from 5 to 10. Nine of them are situated in Orissa and one in the Patna Division. Those managed by District or Municipal Boards show no change. The aided schools have increased by 105, or 3 per cent., and their pupils by 3,022, or 2·3 per cent. The unaided schools decreased by 44, and their pupils by 1,486. The absorption of most of these latter into the aided system is only a question of time and money. There has been a gain of 42 schools in the Dacca Division, of 25 in Bhagalpur, and of 17 in Chittagong, a loss of 39 in Burdwan, and smaller losses and gains elsewhere. The average number of pupils to a school was 37·5, against 37·8 in 1892-93 and 36·9 in 1891-92.

The total expenditure rose by Rs. 6,595. The contributions from Provincial and District funds diminished, while those from Municipal funds were nearly doubled. There is some falling off in the income from miscellaneous local sources. The average income of an upper primary school was Rs. 124, of which Rs. 49 were paid from public sources. The corresponding figures for

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the preceding year were Rs. 127 and Rs. 54. The comparatively high cost of the ten Government schools is explained by the circumstance that they are situated in extremely backward localities, where little or no fees can as yet be realised from the pupils.

119. The following table classifies the upper primary schools for boys in each Division according to their numerical strength:—

Divisions.	Total number of schools.	Total number of pupils.	Schools with 50 pupils and more		Schools with 40 pupils and less than 50.		Schools with 30 pupils and less than 40		Schools with 20 pupils and less than 30.		Schools with 10 pupils and less than 20		Average number of pupils in an upper primary school
			Schools.	Pupils	Schools	Pupils.	Schools	Pupils.	Schools.	Pupils	Schools	Pupils.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Burdwan	762	28,706	139	8 748	156	6,830	229	7,803	186	4 615	52	800	37 7
Presidency	514	19,855	97	5 945	118	5,104	166	5,610	111	2,801	22	365	38 6
Calcutta	13	754	8	568	1	42	4	144					58
Rajshahi	457	16,431	63	3 976	87	3 778	150	5,077	128	3,117	29	483	35 9
Dacca	705	23 970	83	4 894	123	5,343	206	6 892	234	5 865	59	926	33 9
Chittagong	443	17,566	100	6 449	80	3 494	143	4,870	95	2,353	25	400	39 6
Patna	203	10 135	95	5,951	54	2 416	45	1,560	9	228			49 9
Bhagalpur	230	9 714	68	4 305	50	2,200	56	1 948	42	1,044	14	217	42 2
Orissa	279	7,641	5	321	14	607	69	2 276	100	3,769	31	668	27 3
Orissa Tributary Mahals	47	1,437	1	57	13	570	13	422	8	193	12	195	30 5
Chota Nagpur	110	5,234	43	2,955	17	758	31	1,056	18	447	1	19	47 5
Total	3 763	141,483	702	44,149	713	31,142	1,112	37 687	991	24 432	245	4,073	37 5
Total for 1892-93	3,697	139,726	678	42,387	722	31,575	1,156	39 190	936	23 289	204	3,277	37 8

There is a slight decline in the average numerical strength, and the number of schools with less than 30 pupils has perceptibly increased during the year at the expense of the next higher class. The high price of food has evidently affected the attendance at these schools.

120. The results of the upper primary scholarship examination for native boys, so far as candidates from upper primary schools (including private students) are concerned, are shown below for each Division:—

Divisions	Number of Institutions sending Examinees.								Number of Examinees					Number passed from—					Race or Creed of Passed Scholars							
	Institutions under public management		Aided institutions		Other institutions		Total.		Institutions under public management	Aided institutions.	Other institutions.	Private institutions.	Total	Institutions under public management	Aided institutions	Other institutions.	Private institutions.	Total	Europeans and Eurasians	Hindus	Brahmos	Muhammadans	Native Christians (non-aboriginal)	Aboriginal races: Christians	Aboriginal races: Non Christians	Others
	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.	Competing schools.	Successful schools.																		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Burdwan	.		651	486	46	42	697	528		1,548	118	2	1,668	..	840	78	2	920	..	893	.	24			3	
Presidency			248	201	11	9	259	210		580	28	28	636		367	17	10	394	..	328		66				.
Calcutta	.		10	7	2	2	12	9		23	6	3	32		12	4		16		15		1				
Rajshahi			289	194	1	1	290	195		621	2	9	632		325	2	4	331		181	.	150				.
Dacca	1	1	423	288	2	1	426	290	1	991	6	17	1 015	1	463	1	8	473		376		95	1		1	
Chittagong	...		261	184	3	2	264	186		660	17	13	690		330	4	5	339		239		95		.		5
Patna	1	1	151	126	1	1	153	128	2	345	2	31	380	2	230	2	24	258		239		19				
Bhagalpur			140	97	1		150	97		370	1	51	422		163		26	189		144	1	32		2	10	
Orissa	6	6	173	140			179	146	11	333		4	348	11	235		4	250		242		7	1			
Orissa Tributary Mahals					24	22	24	22			45	6	51			40	6	46		46						
Chota Nagpur			78	47			78	47		186	.	8	194	.	75		6	81		66		6		1	8	..
Total	8	8	2,433	1,770	91	80	2 532	1,858	14	5,657	225	172	6 068	14	3,040	148	95	3 297		2,760	1	495	2	3	22	5
Total for 1892 93	8	5	2,300	1,588	152	101	2,460	1,694	24	5,184	289	118	5,615	13	2,684	150	48	2,895		2,447		412	1	6	24	5

The number of competing schools advanced from 2,460 to 2,532, and of successful schools from 1,694 to 1,858 The number of examinees rose from 5,615 to 6,068, and of successful examinees from 2,895 to 3,297. The number of successful Muhammadan candidates rose from 412 to 495. A great and satisfactory increase in the number of successful candidates has taken place in the Patna and Orissa Divisions. The highest place is occupied by the Burdwan Division, as in the preceding year. The number of candidates for pass certificates sent up by middle schools to this examination was 2,739, against 2,264 in the preceding year; and the number of passes was 1,684 against 1,327.

121. The following statement shows the results of the upper primary scholarship examination for boys, including candidates from upper primary schools and private students, for the last three years:—

Year.	Competing schools.	Successful schools.	Candidate examined.	Successful candidates	Percentage of successful schools.	Percentage of successful candidates.
1	2	3	4	5	6	7
1891-92 ...	2,281	1,493	5,681	2,491	62·7	43·8
1892-93 ...	2,460	1,694	5,815	2,895	68·8	51·5
1893-94 ...	2,532	1,858	6,068	3,297	73·3	54·3

The progress recorded is satisfactory.

122. A question was recently raised whether middle and upper primary schools should be required or allowed to send candidates from their intermediate classes to the upper and lower primary scholarship examinations. After consulting experienced opinion, orders were issued that all upper primary schools should be required to send their third class pupils to the lower primary examination, and only to promote those who passed. This should have a very salutary effect in regulating promotions and equalising the calibre of candidates at the upper primary examination. With middle schools, however, the case is different. Though in Eastern Bengal middle schools generally are merely extensions of upper primary schools (as upper primaries are everywhere of lower primaries), by the addition of more advanced classes at the top, yet this is not the case universally. As the course in the third and the fifth class of a middle school does not always correspond to the standard of an upper or a lower primary school, and as there is no particular advantage in forcing into one groove schools which have grown up and taken shape under widely different conditions, it was accordingly decided to maintain the present practice of allowing, but not requiring, middle schools to send candidates to the primary scholarship examinations; of course, for passes merely and not for scholarships.

123. Lower Primary Schools.—The following table shows the attendance and expenditure in lower primary schools for native boys during the year:—

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1894.	Average number on the rolls monthly.	Average daily attendance.	Expenditure — From public funds. From Provincial revenues.	From District funds.	From Municipal funds.	From private funds. Fees, &c.	From other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
Lower Primary Schools.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	10	285	264	1[illegible]	799	...	...	...	...	799
Ditto by District or Municipal Boards	12	471	439	334	...	245	670	408	...	1,323
Aided by Government or by District or Municipal Boards ...	33,563	815,837	739,295	603,814	97,125	3,09,678	28,450	11,22,849	2,93,890	18,51,992
Unaided	10,435	172,152	152,026	126,253		..	...	2,63,865	58,514	3,22,379
Total ...	44,020	988,745	892,024	730,529	97,924	3,09,923	29,120	13,87,182	3,52,404	21,76,553
Total for 1892-93 ...	43,828	983,204	887,311	728,190	96,222	2,72,220	16,850	14,07,921	3,38,103	21,31,316

The ten schools managed by Government are all situated in the backward parts of Orissa, where no fees are collected from the pupils. Of the 12 schools managed by Municipal or District Boards, eight are Municipal schools in the Rajshahi Division, and four under the District Board of Mymensingh.

There is a slight increase in the expenditure from Provincial revenues. The contributions from District funds increased by Rs. 37,703 and from Municipal funds by Rs. 12,270. There is a small falling off in fee receipts, while the income from other sources rose by Rs. 14,301.

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The annual examinations of lower primary schools for rewards were held *in situ* in all the districts of the Burdwan Division, except Midnapore. The system also worked in the 24-Parganas and Nadia. In Murshidabad, Jessore, and Khulna the examinations were conducted *in situ* as a rule, a few central gatherings being held about the end of the session, in order to save time and to make payments before the close of the year. Dr. Martin records the opinion that if the examinations *in situ* be not over before the end of January, the remaining schools should be examined at gatherings. In the Rajshahi Division, the schools were oftener examined at gatherings than *in situ*. In the Dacca Division, the system of examinations at central gatherings has been continued with the approval of Government. The same system also prevailed in the Chittagong Division, with the exception of a small area in the Cox's Bazar subdivision. No information on the point is supplied from the Patna Division, but in the Bhagalpur Division examinations *in situ* were the rule. In Orissa a little less than 50 per cent. of the schools were examined *in situ*. In Chota Nagpur, the schools were mainly stipendiary, and were accordingly examined *in situ*.

128. *Night Schools.*—Detailed information is not generally given in the reports about this class of schools. In the Burdwan Division, there were in all 300 night schools against 284 in the previous year. Of these, 24 are in Burdwan, 42 in Birbhum, 111 in Bankura, 6 in Midnapore, 113 in Hooghly, and 4 in Howrah. With the exception of three middle and two upper schools in the district of Bankura, all the night schools are of the lower primary class. They are attended mostly by low-class people, labourers, mechanics, and artisans, and are generally taught by teachers of neighbouring pathsalas in the hope of getting additional rewards. In the Chota Nagpur Division, there were 164 schools with 4,041 pupils, against 131 schools and 2,929 pupils in the previous year. There were 29 in Hazaribagh, 24 in Lohardaga, 9 in Palamau, 34 in Manbhum, and 68 in Singhbhum. From all these schools, 31 pupils passed the lower primary examination. The Assistant Inspector has the following remarks on this subject:—

> Chota Nagpur being predominantly the home of a cultivating people, who cannot conveniently afford to absent themselves from their work for the purpose of attending schools, these institutions are of the greatest possible use to the province. Indeed, the amount of zeal and alacrity with which grown-up men are found to attend schools in the interior of the several districts, is a sight highly encouraging and full of interest. The more such schools spring up in the country, therefore, and are worked efficiently, the better it is for all concerned in the amelioration of the people of this benighted tract.

129. In concluding this part of the report, which treats of schools for general education, it is desirable that some mention should be made of what are called school post offices, that is, post offices with money-order and savings bank powers, placed under school masters who do these additional duties out of school hours, receiving something like Rs. 5 a month from the Postal Department. The utility of the system is doubly manifest: it enables the school master to eke out his small income without any interference with his school duties, and invests him with additional importance in the eyes of the villagers; and it extends postal facilities at a cheap rate. The introduction of the scheme on a systematic plan dates as far back as 1884, when 112 village post offices were placed under the charge of school masters. Inspecting officers of the Education Department were invited to co-operate with the Postal authorities so as to ensure its success and extend its sphere, and the number of school post offices went on steadily increasing. In 1888 it was 360, and had risen to 432 in 1893.

In October 1893 the Postmaster-General addressed a circular letter to all the supervising officers of his Department, urging the necessity for giving a further extension to the village postal system by starting small post offices at villages where lower primary and other schools were situated. These rudimentary post offices, if I may so term them, with no money-order or savings bank powers, were to have a small delivery jurisdiction, the school master fixing his hours of business at any time convenient to himself, and letters being delivered by means of the boys attending the school, with or without a small delivery allowance as circumstances might require. This simple routine, it was estimated, would not take more than an hour a day; and the remuneration offered was Rs. 2 or Rs. 3 a month, with a rupee or so for delivery allowance when this was necessary,—an extra income by no means inconsiderable to a primary school

master, whose total emoluments during the year do not exceed Rs. 50 to Rs. 80 in most cases. Dr. Martin, who was then officiating in my place, recommended all inspecting officers of the Department and District Boards and District Committees to do their best to help this scheme forward. No mention has been made in the divisional reports of the progress of the scheme, or of the number of school post offices that have been opened. Reports on the subject will be called for during the current year.

Another matter in which the Postal authorities have invoked the help of educational officers is the diffusion of the rudiments of postal information among the people by means of the schools. It has been pointed out that, owing to insufficient or wrong addresses, thousands of articles find their way into the dead-letter office or are missent; and it is hoped that, if the pupils have the rules explained to them and are taught how to address letters, much will be done towards removing this evil. District Boards and inspecting officers have been requested to co-operate with the Postal authorities in this direction also, and many have promised cordial help.

VI.—SPECIAL INSTRUCTION.

SPECIAL INSTRUCTION.

130. Under this head are included (*a*) training schools for teachers, (*b*) all other institutions for professional, technical, or industrial education. The following statement compares the statistics of these schools for two years :—

Class of Institutions.	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for masters ...	21	880	21	910*
Ditto for mistresses ...	11	331	8	215
Guru-training classes attached to middle schools	235	1,171	218	907
Schools of Art	1	198	1	269
Law Schools	14	488	14	509
Medical schools	10†	1,545	11†	1,747
Engineering and Survey schools ...	5	761	4	933
Industrial schools	21	717	26	765
Other schools	13	447	17	586
Total ...	331	6,541	320	6,841

* Excluding 72 pupils of the practising school attached to the Kalimpong Training School, returned in General Table III under training schools

† Including the Medical College, Calcutta.

There is a net loss of 11 schools and an increase of 300 pupils. Three aided training schools for mistresses have been closed; and there has been a reduction of 17 in the number of guru-training classes. The return of a new unaided medical school at Dacca is balanced by the closing of an unaided survey school at Barisal. Five new industrial schools are returned, and four special schools of other classes. The details will be found in their proper places below.

There is a large increase in the attendance at the Calcutta School of Art, the medical schools, and the engineering and survey schools. In training schools for mistresses and in guru-training classes there is a considerable decrease in the number of pupils, consequent on the closing of the institutions above noticed.

A.—Training Schools.

131. The following table supplies the general statistics for training schools of different classes :—

	Number of Schools.		Number of Pupils.		Expenditure, 1893-94—					
					From Public funds.			From Private funds		Total.
	1892-93	1893-94	1892-93.	1893-94	From Provincial revenues.	From District funds	From Municipal funds.	From fees and fines.	From other sources.	
1	2	3	4	5	6	7	8	9	10	11
Training schools for masters—					Rs.	Rs.		Rs.	Rs.	Rs.
Government ...	15	15	638	599	70,901	950	...	432	402	72,685
District Board ...	1	1	11	8	283	412	...	..	...	695
Aided ...	5	5	231	303*	5,534	..	...	...	9,953	15,487
Training schools for mistresses—										
Aided ...	9	6	300	190	2,640	...	...	5,546	9,982	18,168
Unaided ...	2	2	31	25	...	...	...	76	2,726	2,802

* See first foot note to preceding table.

	Number of Schools.		Number of Pupils.		EXPENDITURE, 1893-94—					
					From Public funds.			From Private funds.		Total.
	1892-93.	1893-94.	1892-93.	1893-94	From Provincial revenues.	From District funds.	From Municipal funds.	From fees and fines.	From other sources.	
1	2	3	4	5	6	7	8	9	10	11
Guru-training classes attached to middle schools—					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government ...	218	203	1,066	820	7,086	812	...	...	...	7,898
District Board ...	...	1	...	5	...	68	...	...	...	68
Aided ...	1	...	7	...	...	...	...	...	...	...
Unaided ...	16	14	98	82	...	...	...	...	...	...
Total ...	267	247	2,382	2,032	86,444	2,242	...	6,054	23,063	1,17,803
Total for 1892-93 ...	267	...	2,382	...	84,597	1,920	120	1,935	24,808	1,13,380

The three aided schools for mistresses that were closed were those at Baliganj, Dhanghata, and Khari, all in the 24-Parganas under the Society for the Propagation of the Gospel. The number of guru-training classes increased in the previous year from 174 to 235. Last year they fell back again to 218, with a much more than proportionate decrease in the number of their pupils. There is an increase of Rs. 1,847 in the Government expenditure, of which Rs. 422 has been incurred in Government and Board training schools, Rs. 622 in guru-training classes, and Rs. 803 in training schools under private management. The total expenditure shows a larger increase of Rs. 4,423, explained by an increase of more than Rs. 4,000 in the fee receipts of aided training schools for mistresses.

132. The following table furnishes detailed statistics regarding training schools for masters and mistresses :—

Name of School.	Number of Pupils on the rolls on 31st March—		Total expenditure in 1892-93.	EXPENDITURE, 1893-94—						Cost to Government per pupil per annum.
				From Public funds.			From Private funds.		Total.	
	1893.	1894.		From Provincial revenues.	From District funds.	From Municipal funds.	From fees and fines.	From other sources.		
1	2	3	4	5	6	7	8	9	10	11
Training Schools for Masters.			Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.
Government—										
First grade—										
1. Calcutta	71	76	11,755	11,613	...	..	77	...	11,690	153
2. Hooghly	133	128	10,806	10,143	...	...	188	...	10,331	79
3. Dacca	90	77	11,219	11,379	..	...	91	...	11,470	147
4. Rangpur	56	56	6,034	5,952	...	...	11	...	5,963	101
5. Chittagong	51	39	5,298	5,180	...	...	20	...	5,200	133
6. Patna	67	56	10,116	10,807	...	...	..		10,807	193
7. Ranchi	23	26	3,053	3,672	.	...	.	.	3,672	141
8. Cuttack	43	43	6,830	7,074	...	...	45	...	7,119	164
Third grade—										
1. Lohardaga	18	15	609	558	...	..	...	...	558	37
2. Kokpara	10	9	498	445	...	...	...	...	445	49
3. Puri	15	15	1,230	1,206	.	...	...	...	1,206	80
4. Balasore	21	18	1,782	1,058	339	..	...	...	1,397	77
5. Angul	10	10	1,030	381		...	...	402	783	38
6. Motihari	18	17	1,211	733	611	...	...	...	1,344	79
7. Haripur (Talhari)	12	11	725	700	...	...	...	...	700	63
Total ...	638	509	72,291	70,901	950	...	432	402	72,685	119
District Board—										
1. Guru-training school in Purnea ...	11	8	408	283	412	...	...	...	695	35

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Name of School.	Number of Pupils on the rolls on 31st March— 1893.	1894.	Total expenditure in 1892-93.	Expenditure, 1893-94— From public funds. From Provincial revenues.	From District funds.	From Municipal funds.	From private funds. From fees and fines.	From other sources.	Total.	Cost to Government per pupil per annum.
1	2	3	4	5	6	7	8	9	10	11
Training Schools for Masters—concld.			Rs.	Rs.			Rs.	Rs.	Rs.	Rs.
Aided—										
1. Barrackpore Wesleyan Mission School	32	32	3,456	1,200	...	...	...	2,361	3,561	37
2. Krishnagar C. M. S. Training School	23	21	4,503	1,500	...	...	...	4,085	5,585	71
3. Bhimpur Sonthal Training School	130	164	2,700	1,350	...	...	...	1,350	2,700	8
4. Bankura Training School	23	30	992	350	...	...	...	775	1,125	11
5. Kalimpong Training School (Darjeeling Mission)	23	56*	1,249	1,134	...	...	...	1,382	2,516†	20
Total ...	231	303	12,900	5,534	...	..	.	9,953	15,487	18
Training Schools for Mistresses.										
Aided—										
1. Dum-Dum Wesleyan Mission School ...	31	19	3,362	600					3,306	31
2. Baranagar Hindu Boarding and Training School	20	26	5,228	900	...	...	764	8,674	5,604	34
3. Krishnagar Roman Catholic Boarding and Training School	76	66	2,621	720					2,748	11
Baliganj Training (abolished) ..										
Dhanghata do. { *do.* } ...	76	...	2,280	...	...	...	...	...	...	..
Khari do. { *do.* }										
4. Church of England Zenana Mission Training School, Calcutta	33	33	4,000	...	...	...	4,760	...	4,760	...
5. American Mission Training School, Calcutta	35	20	...	Expenditure included in other school returns.						
6. Bankura Wesleyan Training School ...	20	26	1,240	420	...	...	22	1,308	1,750	16
Total ...	300	190	19,631	2,640	.	...	5,546	9,982	18,168	14
Unaided—										
1. Church of Scotland Normal School in Calcutta	18	13	717	...	...	...	76	2,726	1,532	.
2. Baptist Normal School in Calcutta ...	13	12	(Furnished incomplete money returns.)						1,270	...
Total .	31	25	717	...	.	...	76	2,726	2,802	..

* See foot-note to two preceding tables.
† Including the cost of the attached practising school.

133. There is no change in the number or distribution of the Government training schools, and a small increase in the expenditure upon them. The increased cost is due to the payment of salaries to drawing masters throughout the year, and to the increase in the rate of salary from Rs. 50 to Rs. 60 a month after a year's approved service. There is a loss of 39 pupils, distributed over nine institutions, but chiefly at Dacca, Chittagong, and Patna, where the decrease ranges from 10 to 13. There is a first grade training school in each of the Divisions of Bengal, except Bhagalpur, the requirements of which are met partly by the Patna training school for its Hindi-speaking tracts, while Bengali-knowing pandits are supplied principally from the Hooghly and Rangpur training schools. In all these institutions, instruction through the vernacular is carried to a high point, especially in language and mathematics. The initial qualification is the middle vernacular certificate, and the full course occupies three years.

There are seven third grade training schools maintained by Government in backward districts, and in these a limited number of actual gurus are trained every year. As will be seen further on, their utility has been much questioned.

134. The school at Purnea, managed by the District Board, is for the training of actual gurus of the district. Provision is made for the instruction of 23 gurus on a monthly stipend of Rs. 3 each. But in 1892-93 there were only 11 gurus, and in the following year the number fell to 8. Two gurus appeared, and failed, at the middle vernacular examination; and two out of three passed the upper primary standard. "The school," writes the Assistant Inspector, "has proved neither successful nor popular." The establishment charges, on a sanctioned scale of Rs. 50 a month, are divided between the Department and the District Board, while the contingent expenditure is paid by the latter.

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135. The five aided training schools for masters are all under Missionary management. The Krishnagar school regularly sends candidates for the vernacular mastership examination. The six aided and two unaided training schools for mistresses are also under Missionary management, with the exception of the Baranagar Hindu Boarding school, which is chiefly intended for the benefit of Hindu widows.

136. The average cost to Government of the education of each pupil in a training school (Hooghly excepted) varied in 1892-93 from Rs. 104 and Rs. 107 at Chittagong and Rangpur, to Rs. 151 at Patna, Rs. 159 at Cuttack, and Rs. 165 at Calcutta. In 1893-94 the cost varied from Rs. 101 at Rangpur to Rs. 153 at Calcutta, Rs. 164 at Cuttack, and Rs. 193 at Patna. The increase at Patna arises partly from the reduction in the number of pupils, but chiefly from the appointment of a gymnastic teacher on Rs. 15 and an addition of Rs. 10 to the drawing master's pay, coupled with an increase in the number of second year stipends. The low rate at the Hooghly training school is due to exceptional causes. It has a larger stipend grant and therefore more pupils than any other school; and this, while tending to increase the total cost, diminishes the average cost of each pupil. It also occupies free quarters in the Chinsura barracks, while other schools have house rent to pay, amounting in Calcutta to Rs. 200 a month. The cost at Rangpur is also reduced by the occupation of the school house rent-free.

Of all students in the training schools for masters, 32 only are Muhammadans.

137. The following table shows the results of the vernacular mastership examination held in 1894 for pupils of first grade training schools, excluding private candidates. The first six schools, which teach a common course, are examined by the same papers, prepared by a Board of Examiners appointed by me. Certificates of the first grade, second grade, or third grade are given to successful students who have completed a course of three years, two years, and one year respectively. Each certificate is classed as high, medium, or low according to the marks gained at the examination, in which much weight is attached to knowledge of the art of teaching, both theoretical and practical. It should be explained that only those who gain first grade certificates necessarily leave the school. Some of those who gain certificates of the second or third grade leave the school to take up lower teacherships in middle schools or head teacherships in upper and lower primary schools, but the great majority continue to read in the school for a certificate of a higher grade, attainable after one or two more years of study. It may also be added that none are admitted to training schools but those who have passed the middle scholarship examination :—

Name of School.	First Grade Certificate.					Second Grade Certificate.					Third Grade Certificate.					Total.	
	Candidates examined.	Number passed. High.	Medium.	Low.	Total.	Candidates examined.	Number passed. High.	Medium.	Low.	Total.	Candidates examined.	Number passed. High.	Medium.	Low.	Total.	Candidates.	Passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Calcutta	21	1	5	2	8	23	1	9	5	15	32	1	12	7	20	76	43
Hooghly	38	..	12	5	17	37	1	11	3	15	51	1	15	13	29	126	61
Dacca	27	2	6	1	9	25	...	7	6	13	25	..	8	8	16	77	38
Chittagong .	19	...	6	5	11	5	...	1	3	4	15	3	5	4	12	39	27
Rangpur .	10	...	2	..	2	17	..	5	3	8	22	...	6	4	10	40	20
Krishnagar (aided) ...	2	.		...	.	7	.	..	2	2	5	...	...	3	3	14	5
Total ...	117	3	31	13	47	114	2	33	22	57	150	5	46	39	90	381	194
Patna	10	2	6	1	9	23	2	12	6	20	23	1	11	10	22	56	51
Ranchi	2	...	...	2	2	7	...	2	1	3	9	3	5	...	8	18	13
Cuttack*	9	2	6	...	8	10	...	3	1	4	9	1	3	2	6	28	18
Total ...	21	4	12	3	19	40	2	17	8	27	41	5	19	12	36	102	82
Grand Total ..	138	7	43	16	66	154	4	50	30	84	191	10	65	51	126	483	276†
Total for 1892-93 ...	161	1	26	78	110	190	5	44	85	148	270	4	68	103	186	621	444

* Examination held after the close of the year.

† This excludes 23 successful private candidates; of whom seven obtained 1st grade Low certificates; four, 2nd grade Medium; two, 2nd grade Low; one, third grade Medium; and eight, 3rd grade Low certificates.

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Twenty-two teachers also passed the examination as "private candidates." In the previous year, out of 402 candidates from the six training schools of the first grade, 320 passed, or nearly 80 per cent. At the last examination, out of 381 candidates, 194 passed, or under 51 per cent. The reduction was anticipated, and was due to the following causes. In the first place, a minimum pass-mark in all subjects was for the first time introduced. Candidates had formerly to pass in the aggregate only; but under recent orders they are required to gain one-third of the marks in language, mathematics, and the art of teaching, and one-fourth in other subjects. This condition has naturally excluded a large number. In the second place, drawing has for the first time been included among the subjects of examination. The pass mark is 25, and those who fail to qualify are plucked, just as if they had failed in language or mathematics. Those, on the other hand, who gain 60 per cent. or more of the marks in drawing receive a special certificate as being "qualified to teach drawing." This useful distinction was introduced by Dr. Martin, who considered that men with these certificates might be employed in zilla schools as second pandits and teachers of drawing; and two of them have in fact been so appointed since the examination. It appears therefore that 194 candidates from these six schools passed in drawing—a result in marked contrast with the indifference shown to the subject in zilla schools, where it is not compulsory. And of these 25 candidates gained special certificates as teachers of drawing.

138. The reduction in the number of those who gain teachers' certificates, besides securing a higher standard of qualification in the teachers, has this further advantage, that it brings the supply of teachers much more nearly into conformity with the demand for them. For some years a complaint has been heard (chiefly, however, from Eastern Bengal) that certificated teachers often fail to get employment. I believe that this will no longer be the case, and also that the market value of the most highly qualified teachers will rise. At present, generally speaking, they can only look to salaries of from Rs. 15 to Rs. 20, or in a few instances Rs. 25 a month, as head pandits of middle schools or as inspecting pandits.

139. In the Calcutta Training school the number of students increased from 71 to 76, of which 64 were stipend-holders and the rest pay-students. The pupils came from the several districts of the Presidency Division, and some from Bankura and Midnapore. The proportion of successful candidates at the examination was 57 per cent. There is said to be a widespread notion among the certificate-holders that the managers of aided schools in some cases pay their teachers less than the stipulated salaries, while compelling them to sign receipts for the full amount, in order to be able to draw the grant-in-aid without reduction. This is an old complaint; and though difficult of detection, has sometimes been found to be true. With a more active demand for their services, they will be better able to protect themselves against extortion of this kind.

At the Hooghly school there was a slight decrease, from 133 to 128 pupils, 96 of these being stipend-holders, 4 middle vernacular scholarship-holders who read free, and the rest paying students. At the examination 50 per cent. of the candidates passed. The dormitory in the Chinsura barracks is under the supervision of the head pandit, assisted by three junior teachers, all of whom are allowed free quarters. The health of the boarders has been on the whole good. Of the 128 students, 50 came from Burdwan, 22 from Midnapore, 21 from Bankura, 18 from Birbhum, and smaller numbers, from 1 to 5, from Hooghly, Howrah, the 24-Parganas, Nadia, Rajshahi, Pabna, and Barisal. Of 28 students who left the school with certificates in 1893, 26 are said to have found employment as teachers.

At Rangpur the number increased from 56 to 59, namely, from 45 to 52 in the pandit department, against a falling off from 11 to 7 in the guru department. In the former, 41 per cent. of the candidates passed. Of the 52 pupils in this department, 13 belong to Rajshahi, 11 to Pabna, 9 to Rangpur, and 5 to Bogra, while the remaining 14 came from Jessore, Burdwan, Dacca, Barisal, Faridpur, and Malda. All the 11 pandits who passed at the examination of 1893 are known to have obtained appointments in middle vernacular schools.

Rangpur is one of the two first grade training schools that have a guru department attached, with stipends provided for gurus brought in for training.

The fact that only seven applicants were found for the 20 stipends which the school offers shows how unsatisfactory the condition of this department is. All the seven gurus passed the prescribed examination; but the Head Master of the school and the Deputy Inspector of the district agree in describing the guru department as unpopular, and as unsuited to the present advanced state of vernacular teaching. It is proposed to reconstitute the class by dividing it into two sections—not for actual gurus, but for those who wish to qualify as teachers in upper or in lower primary schools, entering with middle vernacular or with upper primary certificates respectively. This question will be more fully considered later on.

At the Dacca Training school the progressive decline in numbers continues. In the last annual report it was stated that the number of pupils had fallen from 136 in 1889 to 90 in 1893. In 1894 the number has fallen still further to 77, of whom all but 6 hold stipends. The Inspector's explanation of this decrease was quoted by my predecessor last year, and was to the effect that the market for pandits was overstocked, while the school had also to compete with the superior attractions of the survey and the medical school which, while demanding no higher initial qualifications, offered much more lucrative fields of employment. The Dacca school, it is true, stands alone among the first grade training schools of Bengal in having these active competitors by its side. But there is nevertheless a continuous demand for vernacular teachers; and when the supply is reduced in consequence of recent measures, the Dacca school, it may be hoped, will find and will maintain its proper level. The proportion of successful candidates at the examination was 50 per cent. Of the 77 pupils, 19 came for Mymensingh, 19 from Faridpur, 18 from Dacca, 9 from Backergunge, 7 from Tippera, and the remaining 5 from Noakhali, Pabna, and Sylhet.

The numbers at the Chittagong school fell from 51 to 39, all stipend-holders. In the latter part of the year, the school was the object of vigorous attacks on the part of some of the local authorities; and though these were ultimately rebutted, the rumour of the impending abolition of the school seems to have affected it injuriously. The new admissions at the beginning of the session were 26, against 17 in the year before; but 10 of these left it soon afterwards, either from the causes above named, or because, as the Head Master suggests, they feared the operation of the new rule as to minimum pass-marks. The efficiency of the school, notwithstanding its reduced numbers, is shown by the fact that 69 per cent. of its pupils passed the examination for certificates—the highest proportion gained by any school for the year. The pupils came—20 from Noakhali, 16 from Chittagong, and 3 from Tippera. The Tippera pupils generally prefer going to Dacca to read. All but four of the passed pupils of 1892 and 1893 had found employment at the close of the year.

The Patna school had 56 pupils against 67 of the previous year, all being stipend-holders. They are supplied in nearly equal numbers from the Patna and Bhagalpur Divisions and from the North-Western Provinces; and it is a remarkable fact that while the number of Bihari students has fallen from 41 to 26 (Saran 12, Patna and Champaran 5 each, Muzaffarpur and Bhagalpur 1 each), the number coming from the adjoining districts of the North-West has risen from 19 to 30. As these latter students are said to take service readily in Bihar there is little objection to the arrangement. It will be remembered that in Patna, as in Dacca, the training school has to compete with the rival attractions of the medical and survey schools, both of which largely outnumber it in attendance, and have doubtless reduced the number of its pupils. The school passed 55 per cent. of its pupils at the examination.

At the Ranchi school the attendance is much smaller, namely, 26 against 23 of the year before; all being stipend-holders. The standard here is somewhat lower, in the subjects of mathematics and science, than at other training schools; but it is high enough for a backward region, and the pandits turned out from it make efficient teachers of middle schools. The training school is a necessity for Chota Nagpur, as teachers from other districts will not take service in these outlying tracts, especially on the very moderate salaries which alone are available in an educationally backward country.

The number of pupils at the Cuttack Training School remained unchanged at 43. This school, like that at Rangpur, has a guru department attached,

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containing 13 gurus under training. Of 30 students in the pandit class, five were pay-students, one a middle scholarship-holder, and the rest stipendiaries. Again, 13 came from Cuttack and 12 from Puri, while Balasore supplied two and the Tributary Mahals three. Eighty per cent. of the pupils are Brahmans, a class which, it is stated, has always in Orissa shown a preference for the calling of a teacher to less dignified if more lucrative walks of life.

140. In the Annual Reports of this Department for the last two years, and in the Resolutions of Government thereon, the whole training school system has come under active criticism. They have been regarded on the one hand as costly, on the other as superfluous. On the question of expense, I might refer to the extract quoted by Dr. Martin last year from the report of Rai Radhika Prasanna Mukherjea Bahadur, Inspector of the Presidency Circle. Training schools are exceptionally costly, because they require at their head men of exceptional ability and experience, and also because it is essential to make provision for housing the students and giving them stipends to meet the cost of living.

141. The other objection, as to the schools being no longer necessary, was based on the belief that trained and certificated teachers often failed to get employment. This, as we have seen, was true of Dacca, but not generally true elsewhere; and even the Dacca school is now finding its level and equating its admissions to the normal demand. Other general causes too, as I have explained, are tending to reduce the number of candidates for employment; and thus, I believe, the last vestiges of the complaint will disappear. But even had the complaint been generally true, the argument would have been inconclusive. While middle schools exist, there is necessarily a demand for trained pandits; and if the schools do their work so well that the supply exceeds the demand, this furnishes no very good ground for their abolition. I say there is a demand for trained pandits; and not only so, but the supply is of such a quality as very effectually to meet that demand. This is conclusively shown by the popularity and success of the middle school system, which depends for its very existence on the training schools, since there is no other source from which the teachers can be supplied. There are more than 2,000 middle schools (English and vernacular taken together, for in both the full vernacular course is taught), and only 207 of these are under public management. Is it possible to suppose that the public throughout Bengal would have set up, and would continue to maintain, 1,800 schools of this class, unless they were satisfied with the instruction given in these schools, and with the pandits who teach them? To abolish or weaken the training schools would be to pull down or undermine the whole middle school system, upon which the middle classes of Bengal rely for that vernacular education which so largely meets their requirements, especially in rural districts. Nor is it only within the walls of the middle school that the influence of the training schools is felt. The head pandits are a well-educated, shrewd body of men, who come to the front in their villages, and often take an active part in municipal or other public affairs.

142. A definite suggestion was made last year that the existing training schools, with the exception of those at Rangpur, Patna, Ranchi, and Cuttack, which were to be retained, and those at Hooghly and Chittagong, which were to be closed, should be converted into "training colleges" for the further instruction in the art of teaching, through the medium of English, of graduates or under-graduates of the University, desirous of qualifying as teachers of high or middle schools. From what has preceded, it will be seen that I am averse to closing any of the training schools; but with regard to teaching through English, a word more may be said. The proposal to train graduates in the art of teaching may be put aside for the present. In Bengal we have always looked on this proposal, I will not say with indifference, but without conviction; holding that in India, as in England, no imperative necessity has been shown for giving special instruction of this kind to University graduates. A man goes straight from the University in England to take work in a public or private school, on the assumption that his trained intelligence, and the example of those with whom he is associated, will soon make a teacher of him if he has any aptitude for the work. But with regard to under-graduates—

those who have passed the Entrance or even the F.A. examination, and who seek employment in middle English schools, or in the junior classes of high schools—I am inclined to favour the idea of throwing open the training schools so as to admit men of this class to a further course of instruction, not in English, but in the art of teaching English to little boys. At present, on their appointment as teachers, they are guided in setting about their work by the traditions of the school, the hints given them by the Head Master, and the help which they derive from the visits and the criticism of the Inspector. In this way they learn their work after a longer or shorter time; but the time would be shortened if they had been definitely instructed beforehand in the difficulties to be encountered and the pitfalls to be avoided in the task of teaching English to beginners. The Head Masters of training schools are, of course, fully qualified for this, and I do not think that any addition to the establishment would be necessary unless these classes become very popular and well attended. No stipends should be given to the students, and they might even be required to pay a moderate fee; as it might fairly be anticipated that the possession of a certificate, after passing through the course, would enable them to secure employment with greater ease and on better terms. A six-months' course would probably be sufficient.

143. The training schools of the third grade, of which there are seven, are situated in backward districts, and have been useful in training a certain number of teachers of primary schools. The pupils are, for the most part, actual gurus of the old class, who are brought in from their pathsalas for a six months' course of training, ending with an examination considerably below the upper primary standard. In some instances pupils are admitted in order to qualify as teachers, and these, like the former, enjoy stipends. Thus, from the two training schools in Chota Nagpur,—Lohardaga, and Kokpara in Singhbhum—21 pupils were sent up to the two guru teachership examinations held in the year, namely, 12 from Kokpara, all of whom passed, and 9 from Lohardaga, of whom 7 passed. All the passed pupils from Kokpara were actual teachers, and returned to their schools after examination; while some of the Lohardaga pupils had no pathsalas of their own, but were candidates for teacherships as opportunities arose Altogether 254 teachers in Chota Nagpur hold guru teachership certificates. There are four guru-training schools in Orissa; one attached to the first grade school at Cuttack, and the others at Balasore, at Puri, and at Angul in the Tributary Mahals. They turned out respectively 16, 32, 22, and 18 trained gurus during the year, or 88 in all. The number of gurus trained up to date in these schools is 728 from Cuttack, 746 from Balasore, 446 from Puri, and 259 from Angul.

The Motihari school has two classes; one reading the usual upper primary course, and a class above this reading the course of the second class of a middle school. From the higher class 6 pupils appeared and all passed; from the lower 6 out of 9 passed. The Haripur school at Taljhari in the Sonthal Parganas appears to need the Inspector's attention. No guru seems to have obtained a certificate either this year or last, though in 1892, 15 certificates were gained. Seven gurus under training in the lower department of the Rangpur school appeared at the examination and all passed.

144. *Guru-training classes.*—Under the system devised by Mr. C. B. Clarke, to selected middle schools in each district a class is attached for the training of primary school teachers in the neighbourhood, who attend morning or evening and on Sundays and holidays for this purpose, without relinquishing charge of their own schools. After a certain period of training the gurus are encouraged to go up for one or other of the different departmental examinations, and rewards on a fixed scale are given to those who pass. When all the teachers in one locality have been trained, the class is moved to another middle school. The head pandit receives one rupee a month for each man under training so long as the class is attached to his school. If teachers are brought in from such a distance that they have to give up their own schools, which are placed for the time under other teachers, they receive small allowances from the District Board, under Rule 50 of the Rules under the Local Self-Government Act.

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145. The following table shows the allotment to each Division and the expenditure for the year:—

	Allotment.	Expenditure.
	Rs.	Rs.
Burdwan	1,000	747
Presidency Circle	4,800	4,459
Rajshahi	630	132
Eastern Circle	1,000	709
Bihar "	1,970	530
Orissa "	600	509
Total ...	10,000	7,086
Total for 1892-93 ...	10,000	6,473

In many of the districts the full allotment could not be spent, owing to the difficulty of finding gurus willing to come in for training.

146. The next table shows the number and distribution of these classes:—

Division.	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5
Burdwan	27	136	25	137
Presidency	73	370	66	305
Rajshahi	10	29	6	14
Dacca	34	106	34	107
Chittagong	11	27	7	22
Patna	22	266	6	22
Bhagalpur	10	21	11	30
Orissa	22	55	25	50
Chota Nagpur	26	161	38	220
Total ...	235	1,171	218	907
Average number of pupils to a class ...			4·9	4·2

There is a loss of 17 classes and 264 pupils. The greatest reduction (16 classes) has taken place in the Patna Division, and the greatest increase (12 classes) in Chota Nagpur. The Presidency Division, with a decrease of 7 classes, is still far ahead of all the rest.

147. The following table shows the number of gurus who gained certificates of different kinds during the year:—

Division.	Passed at the—				
	Middle vernacular examination.	Upper primary examination.	Lower primary examination.	Guru examination.	Total.
1	2	3	4	5	6
Burdwan	3	6	...	...	9
Presidency	12	8	...	...	20
Rajshahi	3	3	...	...	6
Dacca	6	...	...	...	6
Chittagong	...	...	...	...	...
Patna	...	...	...	...	...
Bhagalpur	2	1	...	...	3
Orissa	...	...	...	29	29
Chota Nagpur	...	4	2	7	13
Total ...	26	22	2	36	86
Total for 1892-93 ...	30	18	...	43	91

The number of those obtaining certificates has been steadily falling for the last two years, from 100 in 1891-92 to 91 and 86 in the two following years. Judged by the results of examination, the best outturn in point of quality is shown by the Presidency Division, in which the system has received its largest development; and the best in point of numbers by Orissa. But while Orissa spends only Rs. 509, the Presidency Circle spends Rs. 4,459. The Divisions of Chittagong and Patna show no examination results in return for their expenditure. From two districts in Chittagong, four candidates from these classes appeared at the middle vernacular examination, but all failed. It does not appear that any candidates presented themselves from the Patna Division, where the classes have met with very little favour or success. The results on the whole are far from satisfactory. It is true that the passing of examinations was not the original or the leading purpose of the scheme; but as special rewards, varying from Rs. 8 to Rs. 15, are offered to gurus under training as an inducement to them to pass the upper primary or the middle vernacular examination, and as in fact we have no other definite test that they profit in any way by their training, it is very disappointing to find that so few take advantage of the offer. As it is, we spend something like Rs. 7,000 a year in training about 900 gurus for a period of six or twelve months; and of these, only about 1 in 10 afford any tangible guarantee that the money has been usefully spent.

148. I go on therefore to consider the vexed question of the utility of these classes, which now find very little support. I have received special reports on the subject from the Circle Inspectors, who were asked to communicate the opinions of all Assistant and Deputy Inspectors. Outside the Presidency Division, where from the beginning the scheme has been vigorously worked by the inspecting officers and has met with a considerable measure of success, I find only six officers who have a word to say in its favour.

149. Dr. C. A. Martin, Inspector of the Rajshahi and Burdwan Circle, has always expressed an opinion unfavourable to the system, and he states that another year of official life has not caused him to alter that opinion in any way. "A somewhat elaborate machinery," he remarks, "has been employed at considerable cost, and practically very little benefit has been derived from it." He adds that out of a total of 2,925 teachers in the Rajshahi Division, only 107 are reported as having been trained in guru classes, and most of these were taught in the Jalpaiguri and Rangpur Training schools, and not in the classes attached to middle schools. Out of 9,003 teachers in the Burdwan Division, only 136 were said to have been trained in guru classes. The Assistant Inspector of the Rajshahi Division states that all the Deputy Inspectors in that Division are unanimous in considering the scheme a failure; and he cites the remarks of Mr. Bellett, quoted in the last Annual Report, to the effect that the classes are very unpopular, and are also quite unnecessary whether for actual or for intending gurus. The Assistant Inspector of the Burdwan Division observes that the teachers in charge of the classes are the only persons who profit by them. He adds that if the gurus have no desire to improve themselves, it is not possible to train them; and if they have such a desire, it would be a cheaper plan to offer them substantial rewards for qualifying themselves to pass the departmental examinations. All the Deputy Inspectors but one are of opinion that the scheme is unworkable; the Howrah Deputy Inspector thinking that it has not yet had a fair trial, and that as the old-fashioned gurus, who possess much local influence, cannot be ousted from their positions, further efforts should be made to train them.

150. Babu Dinanath Sen, Inspector of the Eastern Circle, condemns the scheme on the following grounds:—(1) With the spread of vernacular education there is no lack of men holding upper primary or middle vernacular certificates who are willing to serve as teachers; and there is no special practice in the training classes which gives the gurus trained in them any advantage over those who hold the ordinary school certificates. (2) The few old-class popular gurus who still remain cannot be induced to attend the classes; and if they did, their schools would suffer when they had to divide their attention between their regular work in school and attendance at the class. (3) In backward localities, where there are no middle schools, the gurus who need instruction the most cannot have the advantage of it. The only officer

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in the Dacca Division who supports the system is the Deputy Inspector of Mymensingh, who thinks that it provides the only possible means of training incompetent gurus. The Assistant Inspector of the Chittagong Division says that "the experiment has totally failed." He considers the classes "both unnecessary and useless;" useless, because the gurus, who have to look after their own pathsalas, attend the classes very irregularly, and therefore fail to pass the examinations; and unnecessary, because there is no want of middle and upper primary certificate-holders willing to take up the work whenever there is an adequate income. The Deputy Inspector of Tippera, now officiating as Assistant Inspector of the Division, states that in these classes there is no attempt at instruction in the art of teaching, and so the gurus who attend them are no better than those who hold the ordinary school certificate. Few of the gurus, moreover, can be induced to leave their own pathsalas for training, for fear of losing their emoluments or their situation. The stipendiary gurus are all competent men, and over non-stipendiary gurus we can exercise no compulsion. All the other Deputy Inspectors in this Division write in the same strain.

151. The Inspector of Schools, Bihar Circle, Mr. G. A. Stack, describes the existing system as unpopular, though he thinks that with certain modifications it might succeed. Mr. J. A. Reuther, Assistant Inspector of the Patna Division, who recently officiated as Inspector, is forced to admit that the scheme has been a conspicuous failure in the Bihar Circle. This opinion is shared by all the Deputy Inspectors in the Patna Division. The Assistant Inspector of the Bhagalpur Division, while acknowledging the general incompetence of gurus in Bihar and their need of proper training, finds the system a failure owing to the reluctance of gurus to attend the classes; and also superfluous, if their only object is to enable gurus to pass examinations, since the ordinary schools produce a sufficient number of equally qualified men every year to meet the demand. Three of the Deputy Inspectors are against the system, and two—those of Purnea and the Sonthal Parganas—in its favour. In the Sonthal Parganas, the gurus under training received Rs. 3 a month as subsistence allowance under the order of the Deputy Commissioner; and thus the popularity of the system was maintained.

152. Babu Radha Nath Rai, the Temporary Inspector of the Orissa Division, writes:—

"My own view regarding the working of the scheme is that it has been a failure. Guru-training schools with the present six-monthly course of instruction, and guru-training classes attached to middle schools, seem to me so many anachronisms in these days. The *personnel* of our lower primary school teachers is gradually changing, and changing for the better; but we owe this more to our system of primary and secondary education than to the guru-training classes."

Nor do the gurus care to attend the classes, because they are not convinced that it will give them any advantage in the competition for rewards at the primary scholarship examination. The Deputy Inspectors in Orissa are generally of opinion that the scheme has proved a failure, though the Deputy Inspector of Cuttack thinks a longer trial should be given to it under the new conditions introduced by the District Board, who have recently sanctioned an allowance of eight annas a month to all gurus reading in the classes. But the Inspector points out that the result of a similar practice in Balasore, where the District Board have for several years made a monthly allowance of one rupee to gurus under training, ought to convince him that no further experience is needed.

153. The Assistant Inspector of the Chota Nagpur Division remarks that the middle schools are so few in Chota Nagpur, and therefore generally so far from primary schools, that the scheme has only a narrow field of operation. If the teachers are brought from a distance, they have to be provided with stipends, and the cost becomes prohibitive; or if, as in Singhbhum, they are temporarily transferred to schools in the neighbourhood, both their old and their new schools suffer from the change. Nor can he attach any great value to evening lessons carried on after a day's work in school. In Hazaribagh this difficulty has been evaded in a novel but hardly commendable way, by requiring the gurus to attend class on Sundays only, so that the middle school teachers get their head money for only four days' work a month. Further, the only benefit which gurus of the old stamp get for attendance in a training

class is some instruction in European arithmetic and in the reading of printed books. But, he urges, the indigenous teachers are already doing and have long done this much for themselves, without any help or encouragement from Government except the increased rewards which they are thus enabled to earn at the examinations through their greater efficiency as teachers. All the Deputy Inspectors are of the same opinion, except the Lohardaga officer, who thinks that the training classes at their doors are better for the gurus than the training schools at a distance, and that in the classes the gurus receive "practical and theoretical training." To this the Assistant Inspector rejoins that the middle schools are, owing to their paucity, practically as far from the pathsalas as training schools at head-quarters; while he is very sceptical as to the reality or value of any practical instruction that could be given in the art of teaching in the lower classes of the middle school.

154. It is in the Presidency Division alone that the training-class system is still regarded with favour. As I have before remarked, it is in that Division that the system has been worked with energy and zeal, and with a full confidence in its utility. The Deputy Inspector of the 24-Parganas writes:—"The value of these classes as a cheap means of training illiterate *bonâ fide* gurus is undeniable." The Deputy Inspector of Nadia:—"The necessity of such institutions is obvious, considering the large number of uncertificated teachers in the primary schools"; and he adds that it is far preferable to the removal of a teacher from his home surroundings to a training school at head-quarters—the only possible alternative; especially as under the non-stipendiary system the gurus are independent of our orders in this respect. The Deputy Inspector of Khulna says:—"The guru-training classes are very useful institutions. They have been doing immense good to the district. They are cheap, and turn out better qualified teachers than the third grade normal schools generally do." On the other hand, the Deputy Inspector of Murshidabad thinks the classes to be now of little or no practical value. "During the first few years they worked successfully;" but "the stock of non-certificated gurus near about middle schools has been exhausted, and those that attend now come from distant schools, are not therefore regular in their attendance, and do not derive much benefit." The Assistant Inspector, commenting on these opinions, thinks that the payment of a rupee a month to the teachers should be replaced by a system of rewards both to the guru who passes an examination and to the teacher who trains him. The Circle Inspector, Rai Radhika Prasanna Mookerjea Bahadur, is, as he always has been, a firm supporter of the system as worked by himself and his subordinate officers. He is inclined to think that if the Deputy Inspectors elsewhere took greater personal interest in the working of these classes, a fair measure of success could be ensured. "On the whole," he concludes, "I am of opinion that the time has arrived for modifying the system in those tracts where it has not worked successfully, and to institute a system of rewards to pandits for passing guru pupils at the middle examination, in addition to the monthly stipend of one rupee."

155. I have gone at great length into this important matter, because the question really is whether we shall or shall not continue our efforts to train the indigenous gurus. The conclusion at which I have arrived is that, while these classes in the beginning were undoubtedly useful—and were especially so when the superior inspecting officers had faith in their utility—the time has now come when the system should be abandoned or largely reduced; and that for two reasons. In the first place the system has been at work for so many years that all or most of the primary school teachers in the neighbourhood of middle schools who required it have come under training. The rest are either too far off to be brought in, or too firmly wedded to their ancient ways to be capable of improvement. In the second place, owing to the lapse of years, the indigenous gurus of the original stamp have largely disappeared, and have been replaced by passed pupils from middle and upper primary schools, who are found after a time of probation to make very efficient teachers, and to bring up their pupils with success to the departmental examinations. Nor must we lose sight of the entirely new conditions that have been introduced by the appointment of inspecting pandits, who have everywhere displaced the old "chief gurus." Many of these pandits are passed pupils of first grade training schools, and as such have received systematic instruction in the art of teaching. As they go round to the pathsalas, their

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business is to teach the gurus how to do their work; and consequently they serve in a manner as peripatetic training schools. In the more remote and backward parts of the country they are the only possible agency, since the gurus will not come in to be trained. We cannot, unless they are stipendiaries, force the gurus to come in; because they are either self-appointed or the nominees of the village, and are not therefore under the orders of the inspecting officers. Indeed, it is chiefly in these very backward places that we are brought face to face with the difficulties arising from the limited amount of the funds available for primary education. In these villages pupils are few, fees and other customary gifts to the gurus are small, and not much can be gained at the examination for rewards. Small emoluments will not attract competent teachers, and we are glad to get almost any one who offers. He comes, but it is hardly worth his while to stay, and he goes off to try his fortune elsewhere. So the schools in these less-favoured parts suffer continually from the change of teachers. These are not the conditions under which we can insist on the teachers being trained; we must take whom we can get, and try to keep them as long as we can by not imposing on them terms that they dislike. The District Boards are generally fully alive to this difficulty, and are seeking to overcome it by attaching stipends, not merely to the most advanced schools, but also to the most backward, so as to offer a decent livelihood to the teachers and secure the appointment of competent men. More advanced villages, with plenty of pupils and a considerable and assured income from fees and rewards, can take care of themselves pretty well in this respect. The villagers are awake to their own interests, and if they are not satisfied that the teacher is up to the mark, they can generally find a way to get rid of him. After the lapse of a few more years the old gurus will have mostly disappeared, giving place to a more promising class of teachers.

156. I therefore propose to put an end to the guru-training classes at the close of the present year, except in those districts of the Presidency Division, in the Sonthal Parganas and elsewhere, in which the Circle Inspectors express a desire to retain the system, with any modifications that may be found desirable. The money thus saved can be devoted to the benefit of primary education in many ways. In the first place it may be desirable to increase the number of primary scholarships, the allotment for which remains at practically the same amount as it was fixed at more than twenty years ago by Sir George Campbell. The effect which they have in stimulating primary education reaches far beyond the particular scholars who win them. For every one who succeeds, a dozen hope to succeed, and by that hope the level of primary education is so far raised within the whole region affected by the scholarships. In the second place, in districts like those of Chota Nagpur it would be a serviceable thing to increase the number of middle vernacular schools, so as to increase the amount of raw material from which primary school teachers can be formed. It may seem a startling proposal to promote primary education by diverting its funds to secondary, but there is little doubt that the course suggested would have that effect. And lastly, the number of inspecting pandits may be increased, and care taken to appoint none but the most competent men.

157. I now return to the question of the third grade training schools, upon which the preceding discussion will be found to throw much light. I begin with those, namely, at Rangpur and Cuttack, which are departments of training schools of the first grade. To the guru class at Rangpur are attached 20 stipends of Rs. 4 a month each, intended for the support of actual gurus while under training. In 1891-92, 13 gurus were brought in, in the following year 8, while in the year under report the number has fallen to 3. It is quite clear that there is no longer any demand for the maintenance of the class in its present form. As the Head Master points out, all lower primary teacherships are now monopolised by middle vernacular and upper primary certificate-holders; and there is no longer any demand for the trained indigenous gurus in schools of this class. On the other hand, there is a considerable demand for teachers in upper primary schools. To these schools, middle vernacular certificate-holders are often appointed; but they would be all the better for a year's training in a first grade training school. The Inspector therefore recommends that the guru-training class be closed; that no further provision be made therein

for lower primary teachers; and that a class be opened for upper primary teachers, confined to the holders of middle vernacular certificates, who should be trained for a year. This change could be effected in such a way as to strengthen the teaching power of the school, while reducing its total expenditure.

With regard to the Cuttack training school, the Divisional Inspector considers that while the guru department did a great deal of good in days gone by, when the number of middle schools was small and the system of upper primaries had not been developed, its utility has for some years past "dwindled almost to the vanishing point." Gurus turned out of this department after six months' training are decidedly inferior to the passed pupils of middle and upper primary schools. More than this, it is found that teachers leave their pathsalas and come into the school with the express purpose of utilising in some other calling the education they receive in the school. He remarks that more than 60 per cent. of those trained in the guru department are known to have abandoned the calling of a teacher in order to obtain more lucrative employment. He quotes also the observations of the Deputy Inspector of Balasore with regard to the outturn of gurus from the third grade training school of that district:—"The total number of gurus trained up to date from the Balasore training school and classes is 818, of whom 206, or 25 per cent., are actually in charge of lower primary schools. This low percentage is mostly due to the absorption of a large number of trained teachers into the Settlement Department." In view of these facts the Inspector recommends the closing of the guru department at Cuttack, and of the third grade schools at Balasore and Puri, and the opening of a central class, to be attached to the Cuttack training school, for teachers of upper primary schools, on the same conditions as those recommended at Rangpur.

Of the two schools in Chota Nagpur, at Lohardaga and at Kokpara in Singhbhum, the latter is doing useful work. There are many gurus who still require to be trained, and I do not propose to interfere with this school for the present. With regard to Lohardaga, it was stated in an earlier paragraph that some of the pupils of this school were not actual, but merely intending gurus; and this is a case that demands further inquiry, since the course of instruction is designed with special reference to the capacities of the former class.

In this connexion it should be mentioned that the District Committee of Public Instruction in Palamau have applied to me for the establishment of a third grade training school for the improvement of the gurus of the district, many of whom are said to be very ill-educated. As an alternative they propose that the Lohardaga training school, which was formerly located in Palamau, should be retransferred to the new district from Lohardaga, where they believe it to be no longer wanted. The Deputy Inspector of Lohardaga is, however, strongly opposed to the transfer, on the ground that a large number of gurus in his district are without training of any sort beyond the lower primary standard. It is therefore necessary to ascertain why they are not brought into the school. The question of a training school for Palamau will be taken up independently.

Angul is a backward district in which the training school has done useful work. It has already been stated that the condition of the school at Taljhari in the Sonthal Parganas needs investigation, as it has passed no pupils at any examination for two years. Its cost is nearly the same (about Rs. 700 a year) as that at Motihari, which trains pupils successfully for the prescribed examinations, and as to the usefulness of which no question has been raised. The unsatisfactory condition of the Purnea school, which is intended for actual gurus and is under the management of the District Board, has been noticed before (paragraph 134).

158. The aided training schools for masters are noticed below. No details are given that are to be found in the preceding tables:—

(1) The Barrackpore Training School is a boarding institution for the training of masters under the Wesleyan Mission. All are Christians. One student passed the last Entrance Examination.

(2) The Krishnagar Training School is under the Church Missionary Society. Drawing is taught in this school, and it is the only one that regularly sends candidates for the vernacular mastership examination. Its ill success at the last examination, at which only

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five candidates passed out of 14, was unfortunate, as in the previous year it passed 12 candidates out of 16. The result was largely due to the new conditions introduced at the last examination, and the school may be expected to recover its position without difficulty. All the pupils but one are Christians. Singing is assiduously taught in the school, not only on the Bengali, but also on the English system, which they learn from notes.

(3) The Bhimpur Training School for Sonthals in Midnapore is under the American Baptist Mission. Of the 164 pupils, 56 were females. Again, 5 were Hindus, 109 Native Christians, and the rest non-Christian Sonthals. Four Sonthal boys appeared at the middle vernacular and four at the upper primary examination. Two of the former and four of the latter passed. All these go out as teachers among their own race; and during the last six years more than 40 teachers have been so trained. Six girls also went up for the examination of the Uttarpara Hitakari Sabha.

(4) The Bankura Training School is a boarding school for Sonthals under the Wesleyan Mission. Among them are seven Christian converts. The highest standard taught is that of the first year class of a first grade training school; but very few reach it. Only two teachers have been turned out from the school since its establishment. Five Sonthal boys went up for the upper primary examination last year, but only one passed.

(5) The Kalimpong Training School trains teachers both for the Kalimpong and the Darjeeling Missions. Seven or eight students a year are found sufficient for the supply of teachers for the Darjeeling quarter, and the large majority of the students are trained for work across the Tista. The Revd. W. S. Sutherland, who is in charge of the school, devotes his whole time to it, and is assisted by a staff of native teachers. The pupils get stipends at the rate of Rs. 5 to Rs. 7 a month. The expenditure shown is not for the training school only, but includes the cost of the attached practising school, the charges for these two departments not having been separated.

159. The aided training schools for mistresses are the following:—

(1) The Dum-Dum Training School is intended to prepare mistresses for girls' schools under the Wesleyan Mission. All the pupils are Christians. Three girls passed by the 4th standard at the examination held last December for girls' schools in Calcutta and neighbourhood.

(2) The Baranagar Boarding and Training School is largely intended for the benefit of Hindu widows, of whom there are 18 in the school. They are educated to be teachers, or with a view to joining the female class of the Campbell School of Medicine; while some have left the school to be married. The institution receives liberal support from England through the National Indian Association. It owes its success to the zeal and devotion of Mr. and Mrs. Sasipada Banerjea, the founders.

(3) The Krishnagar Boarding School is under the Propaganda of Rome. The nuns who are its teachers are Italian ladies. It sends no pupils to any public examination. A conspicuous feature in the school is the extraordinarily fine needlework executed by the pupils for altar-cloths and other articles of Church decoration.

(4) The Church of England Normal School, with its attached native training class, is now entirely supported by private subscriptions. It has a sanctioned grant of Rs. 160 a month, but has drawn no portion of it for the last two years.

(5) No further particulars are given regarding the training school maintained by the American Mission. For all its educational work in schools and zananas, the Mission has long enjoyed a grant of Rs. 752 a month from Government; but the cost of the training school is not separately shown.

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(6) The Bankura Training School is a boarding school under the Wesleyan Mission. All the girls and both the teachers are Christians. Four girls competed from this school at the last middle vernacular examination, and three passed, one gaining an open scholarship of Rs. 4 a month. Dr. Martin writes:—"I was exceedingly well pleased with the school and its management. There is an air of happiness and comfort about it which is most gratifying."

160. The two unaided schools for mistresses (Church of Scotland Normal School and Baptist Normal School) are both in Calcutta. As in aided schools of the same class, they are attended by Native Christians exclusively, who are taught the different standards prescribed in schools for general education, and are also trained in the art of teaching and class-management in the attached practising schools.

161. Such being the machinery at work in Bengal for the training of teachers, it remains to enquire whether the schools, from the middle standard downwards, are adequately supplied with them. The following tables show the qualifications of all the teachers employed in middle English, middle vernacular, and upper primary schools. The returns do not include unaided schools, over which the Department exercises no direct control:—

Qualifications of Teachers in Middle English Schools for boys and girls (Government, Municipal, and Aided).

Division.	Number of schools.	Number of teachers.	B.A.	F.A. or old senior scholars.	Entrance or old junior scholars.	Vernacular Mastership examination.	Guru-training class examination.	Middle English.	Middle vernacular.	Upper primary.	Lower primary.	Others.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Head teachers.												
Burdwan	167	167	1	24	123	1	...	2	...	...	...	16	167	
Presidency	124	124	3	23	89	...	...	2	...	...	...	7	124	
Calcutta	8	8	...	6	2	...	...	...	...	...	...	...	8	
Rajshahi	73	73	...	14	52	...	...	5	1	...	...	8	73	
Dacca	118	118	...	11	95	...	...	...	1	...	...	11	118	
Chittagong	26	26	...	2	19	...	...	1	1	...	...	3	26	
Patna	34	34	...	3	17	2	...	6	...	...	...	6	34	
Bhagalpur	31	31	..	3	24	...	...	...	...	...	...	4	31	
Orissa	37	37	...	1	20	1	...	3	1	...	...	10	36	1 Vacant.
Orissa Tributary Mahals	...	.....	...	...	...	...	...	...	...	...	...	...	...	
Chota Nagpur	31	31	2	6	14	...	...	...	...	...	...	9	31	
Total ...	649	649	6	93	455	4	...	17	4	...	...	69	648	1 Vacant.
		Other teachers.												
Burdwan	...	542	...	1	36	159	6	64	70	1	...	205	542	
Presidency	...	413	...	2	44	107	4	55	52	3	...	146	413	
Calcutta	...	55	...	...	11	13	...	..	6	...	...	25	55	
Rajshahi	...	215	...	1	14	78	...	33	46	8	...	35	215	
Dacca	...	368	...	...	13	122	3	33	100	8	...	94	368	
Chittagong	...	85	...	...	8	29	...	10	22	1	1	19	85	
Patna	...	115	...	...	7	32	5	7	20	7	2	35	115	
Bhagalpur	...	105	...	...	4	41	...	4	30	4	1	20	104	1 Vacant.
Orissa	...	118	...	...	8	27	7	20	24	4	..	33	118	
Chota Nagpur	...	96	4	...	4	23	4	13	18	6	1	23	96	
Total ...	...	2,112	4	4	139	681	20	239	388	37	5	635	2,1[illegible]1	1 Vacant.

Qualifications of Teachers in Middle Vernacular Schools for boys and girls (Government, Municipal, and Aided).

Division.	Number of schools.	Number of teachers.	B.A.	F.A.	Entrance.	Vernacular Mastership.	Guru-training.	Middle English.	Middle vernacular.	Upper primary.	Lower primary.	Others.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Head teachers.												
Burdwan	150	149	...	1	3	130	3	...	7	...	...	5	149	
Presidency	203	188	...	2	5	145	4	5	19	...	...	8	188	
Calcutta ...	16	16	...	...	...	16	...	...	...	...	...	...	16	
Rajshahi	126	126	...	...	3	114	...	3	6	...	...	..	126	
Dacca	251	174	...	...	4	157	...	2	5	...	..	6	174	
Chittagong	115	80	...	...	...	74	..	...	2	...	...	4	80	
Patna	44	44	...	...	...	40	...	...	2	...	...	2	44	
Bhagalpur	38	38	...	...	1	31	1	...	4	...	...	1	38	
Orissa	43	44	...	...	1	25	1	1	13	...	...	3	44	
Chota Nagpur	30	30	..	..	1	17	1	1	8	...	...	2	30	
Total ...	1,016	889	...	3	18	749	10	12	66	...	..	31	(a)889	

(a) Some of the head teachers of middle vernacular schools are in charge of two or three schools known as circle schools.

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Division.	Number of schools.	Number of teachers.	B.A.	F.A.	Entrance.	Vernacular Mastership.	Guru-training.	Middle English.	Middle vernacular.	Upper primary.	Lower primary.	Others.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Other teachers.												
Burdwan	...	328	...	...	14	44	8	52	136	12	1	91	328	
Presidency	...	426	..	...	24	30	7	46	181	8	2	128	426	
Calcutta	...	80	.	2	9	12	...	5	13	1	1	37	80	
Rajshahi	...	164	1	1	2	5	5	11	101	8	..	30	164	
Dacca	...	412	...	3	28	31	4	18	200	8	4	116	412	
Chittagong	...	194	...	1	4	20	3	6	110	6		44	194	
Patna	...	105	..	1	1	46	1	2	29	3	2	20	105	
Bhagalpur	...	77	...	...	3	12	4	...	34	9	4	11	77	
Orissa	...	80	...	...	...	10	4	2	34	10	5	15	80	
Chota Nagpur	...	45	..	...	1	12	3	3	17	2	1	6	45	
Total ...	...	1,911	1	8	86	222	30	115	855	67	20	498	1,911	

Qualifications of Teachers in Upper Primary Schools.

Division.	Number of schools.	Number of teachers.	B.A.	F.A.	Entrance.	Vernacular Mastership.	Guru-training.	Middle English.	Middle vernacular.	Upper primary.	Lower primary.	Others.	Total.	Remarks.
		Head teachers.												
Burdwan	766	755	...	...	10	77	28	44	412	28	2	154	755	
Presidency	515	480	..	..	2	66	32	41	208	15	2	114	480	
Calcutta	26	26	...	...	6	8	..	11	1	...		..	26	
Rajshahi	453	453	...	...	2	16	27	42	248	46	1	71	453	
Dacca	701	683	...	..	2	34	9	21	404	18	1	134	683	
Chittagong	455	451	...	...	...	24	2	15	278	39	9	84	451	
Patna	202	201	...	1	..	51	2	7	118	9	..	14	202	
Bhagalpur	220	219	...	1	1	21	2	12	136	28	8	10	219	
Orissa	271	271	...	.	...	7	37	23	159	26	1	18	271	
Chota Nagpur	119	119	.	..	...	13	8	8	49	27	4	10	119	
Total ...	3,728	3,659	.	2	23	317	147	224	2,073	236	28	609	(b)3,659	
		Other teachers.												
Burdwan	...	234	...	...	3	9	3	6	36	33	3	141	234	
Presidency	...	172	...	...	1	1	2	5	27	16	11	109	172	
Calcutta	...	67	...	...	...	...	..	...	3	6	..	58	67	
Rajshahi	...	125	...	...	...	...	3	1	32	49	8	32	125	
Dacca	...	220	...	...	1	..	2	3	53	59	16	86	220	
Chittagong	...	164	...	...	1	1	...	2	52	27	16	65	164	
Patna	...	186	...	...	1	2	9	1	41	63	36	33	186	
Bhagalpur	...	109	...	...	...	..	3	...	11	48	28	17	107	2 Vacant.
Orissa	...	38	...	...	...	...	6	1	3	4	3	21	38	
Chota Nagpur	...	43	...	...	...	9	2	1	6	9	4	12	43	
Total ..	..	1,358	...	...	7	22	30	20	264	314	125	574	1,356	2 Vacant.

(b) In some cases, two or three schools are under one head teacher known as a circle pandit.

162. Out of 648 teachers in middle English schools, 554 possess the University Entrance or higher qualification, including six B.A's. There are 17 who have passed only the middle English examination, and these have probably tried but failed to matriculate. The remainder are presumably Head Masters of schools which were formerly vernacular schools, who have retained the head mastership after their conversion into middle English schools, teachers of English having been appointed as junior masters.

163. In middle vernacular schools there are 889 head teachers to 1,016 schools, because under the circle school system, one peripatetic head pandit has under him two or three neighbouring schools, each under its own guru, which he visits and teaches in succession. Of the 889 head teachers, 749 hold vernacular mastership certificates, and 21 have University qualifications. Of the under teachers, 222 hold certificates as vernacular masters, though the great majority have passed only the middle scholarship examination, which is sufficient for the lower classes reading the primary school course or a modification of it. It will be noticed that 95 under teachers, including one B.A., have passed the Entrance or higher examinations. In these cases, the schools are in process of transition from vernacular to English. They teach the full vernacular course, and have added instruction in English also, but they have not yet fully established their position as English schools by regularly passing pupils at the corresponding examination.

164. In the two classes of middle schools taken together and numbering 1,665, all of which read the full vernacular course, there are 1,606 teachers who have passed the vernacular mastership examination. The figures show how indispensable the maintenance of first grade training schools is to the life of these schools. As unqualified teachers are gradually removed from the

schools, the number of appointments for which such trained men are qualified will increase; and to them must be added the 500 appointments of inspecting pandits. The number of certificated teachers of the first grade, that is, who have passed through the full three years' course of training schools, was at the last examination only 66, though to these must be added an unknown number of the second and third grade teachers who left the training schools for employment without finishing the full course. But even so, I do not anticipate many complaints in future arising from the failure of trained teachers to find employment.

165. Turning finally to the upper primary schools, we find that out of 3,659 head gurus, as many as 2,786 have either the middle vernacular or some higher qualification. The large number (2,297) of those who have passed the middle scholarship examination shows how abundant a source of supply is provided by the middle schools. Of the remaining 873, 236 are men who have passed the upper primary standard only, but who have succeeded, through their own exertions and capacity for improvement, in raising their pathsalas from the lower to the upper primary standard. Of the 609 teachers possessing no definite qualification, the great majority are indigenous teachers of the old class, the best of whom have long been famous for their natural capacity, their familiarity with the whole range of pathsala learning, and their aptitude as teachers. Some of the best upper primary schools that I have seen have been under teachers of this class. On the whole there is very little fault to find with the constitution of the upper primary schools, and no reason to fear that there will ever be a lack of qualified teachers for them.

B.—Other Schools of Special Instruction.

166. Under this head are included institutions teaching law, medicine, and engineering, whether affiliated to the University or not, together with the Calcutta School of Art, industrial schools, and other schools of a special character. The statement below furnishes the statistics of all these institutions for the year 1893-94:—

	Number of institutions.	Number of pupils on the rolls on the 31st March 1894.	Average monthly roll-number.	Expenditure— From Public funds. From Provincial revenues.	From Public funds. From District funds.	From Public funds. From Municipal funds.	From Private funds. From fees and fines.	From Private funds. From other sources.	Total.	Average annual cost of educating each pupil. Cost to public funds.	Average annual cost of educating each pupil. Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
I.—Law.				Rs.			Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Government Law Colleges.											
Hooghly College	1	7	7	...	...	...	980	...	980	...	140 0 0
Krishnagar ,, ...	1	2	3	...	...	...	165	...	165	...	55 0 0
Dacca ,, ...	1	25	28	—625	..	...	3,025	...	2,400	...	85 11 5
Patna ,, ...	1	12	12	..	..	...	1,770	...	1,770	...	147 8 0
Rajshahi ,, ...	1	7	6	...	...	...	283	282	565	...	94 2 8
Ravenshaw ,, Cuttack	1	8	8	.	...	...	596	...	..	...	74 8 0
Total ...	6	61	64	—625		...	6,819	282	6,476	...	101 3 0
Municipal Law College.											
Midnapore College	1	2	3	...	...	...	230	...	230	...	76 10 8
Unaided Law Colleges.											
Metropolitan Institution	1	50	Not furnished.	...	..	...	Expenditure included in the General Department.				
City College	1	96	97	...	...	.	5,124	...	5,124	...	52 13 2
Ripon ,, ...	1	265	233	...	...	...	6,473	...	6,473	...	27 12 5
Berhampore ,, ...	1	8	3	...	...	...	430	5	435	...	145 0 0
Raj Chandra ,, Barisal ..	1	9	9	...	...	...	293	307	600	...	66 10 8
Tej Narsyan Jubilee College, Bhagalpur	1	7	8	...	...	...	213	.	213	...	26 10 0
Bihar National ,, Bankipore	1	16	15	...	...	...	Expenditure included in the General Department.				
Total ..	7	446	365		...	...	12,533	312	12,845	...	35 3 0
Total Law Colleges ...	14	509	432	—625		.	19,582	594	19,551	...	45 4 1
II.—Medicine.											
Medical College, Calcutta	1	317	367	1,75,903	...	...	20,669	...	1,96,572	479 4 9	535 9 10

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	Number of institutions.	Number of pupils on the rolls on the 31st March 1894.	Average monthly roll-number.	Expenditure— From Public funds. From Provincial revenues.	From District funds.	From Municipal funds.	From Private funds. From fees and fines.	From other sources.	Total.	Average annual cost of educating each pupil. Cost to public funds.	Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
II.—Medicine—*concluded.*				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Government Medical Schools.											
Sealdah	1	306	336	55,230	...	...	8,765	...	63,995	164 6 0	190 7 4
Dacca	1	198	186	13,746	..	...	6,909	...	20,655	73 14 0	110 0 8
Patna	1	200	214	22,066	380	...	3,661	1,883	27,995	104 14 7	130 13 1
Cuttack	1	118	122	5,293	...	...	1,676	460	7,429	43 6 1	60 15 0
Total ...	4	822	858	96,335	380	...	21,011	2,348	1,20,074	112 4 5	139 15 1
Unaided Medical Schools.											
Calcutta School of Medicine	1	285	307	...	...	...	7,448	...	7,448	...	24 9 4
Ditto ditto of Homœopathy .	1	92	80	...	...	...	2,364	..	2,364	...	29 8 9
School of Homœopathy in the Dacca Division.	4	231	224	...	...	...	4,920	429	5,349	...	23 12 7
Total ...	6	608	611	..	...	...	14,732	429	15,161	..	24 13 0
Total Medical Schools ...	11	1,747	1,836	2,72,238	380	...	56,412	2,777	3,31,807	148 4 5	180 11 6
III.—Engineering.											
Civil Engineering College, Sibpur ...	1	331	277	57,419	...	...	12,965	.	70,384	207 4 7	290 3 1
Government Survey Schools.											
Dacca	1	398	411	1,083	...	...	7,916	...	9,599	4 1 6	23 5 8
Patna	1	162	157	3,050	...	...	2,026	...	5,076	19 6 10	32 5 3
Cuttack	1	42	42	2,655	...	...	397	...	3,052	63 3 5	72 10 8
Total ...	3	602	610	7,388	...	...	10,339	..	17,727	12 1 9	29 0 11
Total Engineering Schools ...	4	933	887	64,807		...	23,304	..	88,111	73 1 0	99 5 4
IV.—Art and Industry.											
Government School of Art	1	260	233	24,597	...	...	6,461	...	31,058	105 9 0	133 4 8
Government Industrial Schools.											
Ranchi Industrial	1	27	27	1,225	...	...	...	1,839	3,064	45 5 11	113 7 8
Dumka ,, ...	1	3	5	...	...	...	...	371	371	21 9 7	95 12 9
Pathra ,, ...	1	3		108	...	...	...	...	108		
Total ...	3	33	32	1,333	.	...	...	2,210	3,543	41 10 6	110 11 6
Board Industrial Schools.											
Burdwan Technical	1	46	38	...	2,270	240	...	121	2,631	66 0 0	69 3 9
Sonarpur ,, ...	1	28	28	...	...	...	...	...	...	...	...
Rangpur ,, ...	1	72	107	960	1,674	...	397	800	4,031	55 8 2	66 11 2
Pabna ,, ...	1	24		...	3,106	...	...	...	3,106		
Barisal ,, ...	1	43	62	...	2,389	...	261	...	2,650	38 8 6	96 0 0
Mymensingh Kalikisor ,, ...	1	21		...	...	...	...	3,302	3,302		
Elliott Artisan School, Comilla ...	1	29	33	692	2,559	...	...	...	3,251	134 6 0	134 6 0
Noakhali Technical	1	5		...	1,187	...	...	...	1,187		
Purnea ,, ...	1	15	15	...	2,395	...	...	672	3,067	159 10 8	204 7 5
Total ...	9	283	283	1,652	15,780	240	658	4,895	23,225	5 12 3	82 1 0
Aided—											
Burdwan Division	3	92	98	712	600	.	...	1,994	3,306	7 4 2	33 11 9
Presidency ,, ...	1	50	40	...	...	360	...	270	630	9 0 0	15 12 0
Calcutta ,, ...	1	19	19	300	..	...	...	2,099	2,399	15 12 7	126 4 2
Orissa ,, ...	2	65	66	312	120	...	14	693	1,139	4 11 7	17 4 1
Chota Nagpur ,, ...	1	10	10	20	...	...	.	175	195	2 0 0	19 8 0
Total ...	8	236	233	1,344	720	360	14	5,231	7,669	5 12 3	32 14 7
Unaided—											
Patna Division	2	59	58	...	...	...	...	7,333	7,333	...	126 6 10
Bhagalpur ,, ...	3	150	158	...	...	...	...	1,680	1,680	...	10 10 1
Chota Nagpur ,, ...	1	4	4	..	...	...	5	...	5	...	1 4 0
Total ...	6	213	220	...	..	...	5	9,013	9,018	...	40 15 10
Total Art and Industrial Schools	27	1,034	1,001	28,926	16,500	600	7,138	21,349	74,513	28 9 6	74 7 0
V.—Other Schools of Special Instruction.											
Government.											
Gautama Pathsala in Saran	1	43	32	360	...	85	...	...	445	11 4 0	13 14 6
Aided—											
Burdwan Division	3	53	54	70	2	...	76	130	278	1 5 4	5 2 4
Presidency	1	4	4	132	...	...	232	800	1,164	33 0 0	291 0 0
Calcutta	1	40	47	300	...	...	316	584	1,200	6 9 6	25 8 6
Patna Division	6	240	232	521	70	111	32	3,173	3,907	3 0 4	16 13 8
Total	11	343	337	1,023	72	111	656	4,687	6,549	3 0 6	19 6 0
Unaided—											
Calcutta	1	12	7	...	...	...	128	92	220	...	31 6 10
Rajshahi	1	17	16	...	...	...	96	89	185	...	11 9 0
Patna	2	133	117	...	..	...	...	420	420	...	3 9 5
Orissa	1	38	32	...	...	...	11	600	611	...	19 1 3
Total ...	5	200	172	...	..	...	235	1,201	1,436	...	8 5 0
Total of Other Schools ...	17	586	541	1,383	72	196	891	5,888	8,430	2 8 10	15 9 0
Grand Total ...	73	4,809	4,697	3,66,729	16,932	790	1,07,327	30,608	5,22,412	...	
Grand Total for 1893-93 ...	64	4,159	4,222	3,55,195	8,332	845	98,456	32,935	4,95,763	...	...

There is an increase of nine schools, thus accounted for. One unaided medical school at Dacca has been returned for the first time, while an unaided survey school at Barisal has been closed. Five have been added to the number of industrial schools, of which three have been opened by District Boards, one is aided, and one unaided. "Other schools," which are of a miscellaneous character, have increased by four, all of them being aided.

167. The following table exhibits the fluctuations in the number of students reading for the chief professions:—

Year.	Law.	Medicine.	Engineering.	Arts and industry.	Other special schools.	Total.
1	2	3	4	5	6	7
1889-90	912	1,016	652	795	611	3,986
1890-91	1,025	1,184	703	753	550	4,215
1891-92	563	1,290	661	853	559	3,926
1892-93 ...	488	1,545	764	915	447	4,159
1893-94	509	1,747	933	1,034	586	4,809

The falling off in the number of law students in the last three years is very striking. The recognition of the fact that the bar is overcrowded is a sufficient explanation of the decrease. The reduction is more than made up by the large increase that has taken place in the same three years in the number of students of medicine,—a change in every way satisfactory, for whatever may be thought about the supply of lawyers, the country has need of as many doctors as we can educate. The same remark applies to "Engineering" and to "Arts and Industry," under each of which heads there is a large and gratifying increase.

168. Law.—There is no change in the number of law classes, and very little in that of law students. In the classes attached to Government colleges the law lecturers are paid by fees up to a maximum of Rs. 2,400 a year, any surplus over this amount being credited to Government. The profits on this account amounted to Rs. 625 in 1893-94, all arising in the Dacca College, which now for the first time returns a surplus. In the previous year the surplus of Rs. 469 was effected in the Patna and Cuttack Colleges, which no longer return a profit. The difference from year to year is due solely to fluctuations in the number of students attending the classes. The decrease of receipts at Patna is due partly to the reduction in the monthly fee from Rs. 7 to Rs. 5, and partly to the opening of law classes attached to the Bihar National College, Bankipur, and to the Tej Narayan College, Bhagalpur, which charge lower fees and continue to draw off a number of students who would otherwise have read in the law classes attached to the Patna College.

Further, an increasing number of law students prefer to go to Calcutta to study after passing the B.A. Examination; partly because of the greater facilities offered by the metropolis for taking the M.A. degree, at which many of them aim; and partly with the object of being articled to attorneys in Calcutta for enrolment as vakils of the High Court. This will explain the reduction in the number of law students in mufassal colleges from 91 in 1891-92 to 61 in the year under report.

The foregoing figures do not include students reading for the Pleadership examination, which is conducted by the High Court. In the classes attached to Government colleges there were 53 such students, of whom 25 were in Dacca, and smaller numbers, from 4 to 9, in other Government colleges:

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169. The following table gives the results of the University examination for the degree of Bachelor in Law :—

Name of Institution.	Number of candidates.	Passed in the— First division.	Second division.
1	2	3	4
Presidency College	1	...	1
Hooghly "	11	...	2
Dacca "	16	...	3
Krishnagar "	4	...	...
Patna "	22	...	9
Ravenshaw " Cuttack	2	...	...
Rajshahi "	3	...	...
Metropolitan Institution	71	1	11
City College	58	...	12
Ripon "	110	...	22
Berhampore "	4	...	1
Raj Chandra " Barisal	2	...	2
Total ...	304	1	63
Total for 1892-93 ...	315	6	142

Compared with that of the previous year, when 148 candidates passed out of 315, there was a widespread failure at the last examination, when for the first time the new regulations came into effect. These regulations provided for a re-grouping, without any increase, of the subjects of examination, and for an increase in the number of papers from six to eight. As a minimum pass mark had to be attained in each paper, the difficulty of the test was slightly enhanced; but this change is not sufficient to explain so wholesale a failure, which may have been due to the greater severity of the papers, though, so far as I know, this has not been alleged. Otherwise, it could only have been due to inferiority in the candidates as a body.

The award of the examiners was challenged on a technical ground, since the Law Regulations in the Calendar for the year, while notifying the increase in the number of papers from six to eight, omitted through an oversight to notify the corresponding increase in the pass-mark from 300 to 400. Seventy candidates who had gained 300 marks, but who failing to gain 400 had been plucked, appealed to the Senate to declare that they had passed the examination and were entitled to the degree. The Senate, however, while refusing to grant their request, offered them the option of a supplementary examination in July, when 35 of the candidates passed out of 61 that appeared. One of the 70 unsuccessful candidates brought a suit against the University in the High Court after the close of the year, under the Specific Relief Act, praying that it might be compelled to grant him the degree of B.L. without further examination; but the application was dismissed with costs.

170. Medicine.—Except that another unaided school of medicine has been opened at Dacca, there is no change in the number of medical institutions. The Calcutta Medical College alone is affiliated to the University; it also trains a class of female medical students with lower qualifications than the University requires. The four Government schools train pupils as Civil Hospital Assistants, and three of them admit female students. Military students are trained at the Calcutta Medical College and at the Temple Medical School, Bankipore. The unaided schools follow their own standards.

A Committee was appointed towards the end of the year to investigate the condition of the Government medical schools. Their report, which was submitted after the close of the year, deals in full detail with all questions connected with these institutions.

171. *Medical College, Calcutta.*—There have been several changes in the staff during the year. Dr. E. A. Birch retired from the service in October 1893, and Surgeon-Major G. Bomford, M.D., was confirmed in the post of Principal of the College and Professor of Medicine. From the same date Surgeon-Captain F. J. Drury, M.D., was confirmed as Professor of Pathology. Surgeon-Major

J. B. Gibbons was appointed Professor of Medical Jurisprudence on the death of Dr. S. Coull Mackenzie. Surgeon-Lieutenant-Colonel D. O'C. Raye left the College on promotion to the rank of Surgeon-Colonel, and was succeeded as Professor of Surgery by Surgeon-Lieutenant-Colonel J. O'Brien, M.D. Surgeon-Major R. H. Charles, M.D., was appointed Professor of Anatomy in succession to Dr. K. McLeod, but joined his appointment after the close of the year. Surgeon-Lieutenant-Colonel C. H. Warden was on deputation throughout the year, and just after its close was succeeded by Surgeon-Captain J. F. Evans, M.B., as Professor of Chemistry.

In the College Department, reading for the degrees of the University, 281 students remained from the previous year, and 138 were admitted or re-admitted. Ten of these passed the final examination of the University and left the College. Three went to England, and 65 discontinued their studies. Hence the number of students at the end of the session was 238.

In the military class 77 students rejoined and 13 were newly admitted; 16 passed their examination and joined the Subordinate Medical Department, 4 were dismissed or resigned, and one died. The strength of the class at the end of the session was therefore 69.

In the certificate class, nine ladies remained over from the previous year, and four new students were admitted; one passed her examination, and two discontinued their studies, leaving 10 students in this class at the end of the session.

The total strength of the College at the beginning of the session was therefore 419, against 401, 322, and 281 of the three preceding years; and at the end of the session 317, against 281, 255, and 197 of the same three years. There has therefore been a large and steady increase in the total attendance of the College, such as to put most inconvenient pressure upon its confined and inadequate space.

172. In the following table are compared the results of the Medical examinations of the University for the last two years:—

Name of Examination.	1893.		1894.	
	Number of candidates	Number passed.	Number of candidates.	Number passed.
1	2	3	4	5
Preliminary Scientific License in Medicine and Surgery.	49 (1 female)	56 (1 female)	97 (1 female)	108 (1 female)
First License in Medicine and Surgery ...	49 (1 female)	27	68 (2 females)	35 (1 female)
Second License in Medicine and Surgery	17	10	15	6
Preliminary Scientific Bachelor of Medicine.	52 (1 female)	13	118 (1 female)	15 (1 female)
First Bachelor of Medicine	17	9	45 (1 female)	5 (1 female)
Second Bachelor of Medicine ...	4	2	10 (1 female)	4
Honours in Medicine	1	1	...	...
Doctor of Medicine	...	...	...	...

In the first examination on the list, it will be seen that there were more passes than candidates. The system of medical examinations is very complicated, and though a little beyond the comprehension of the ordinary layman, it is the result of prolonged discussion in the Medical Faculty. The anomaly just referred to may be generally explained by the fact that in certain cases candidates who fail by the higher standard at which they aim are passed by a lower. Thus at the "Combined Preliminary Scientific and 1st M.B. Examination" there were 27 candidates, of whom one passed the 1st M.B. Examination, one the first L.M.S., one the Preliminary Scientific M.B., and 13 the Preliminary Scientific L.M.S.

Nine native *dâis* passed in midwifery from the Eden Hospital and received certificates of qualification, while 15 pupil nurses passed out as midwives.

There were 12 boarders in the Swarnamayi hostel, including 10 Europeans or Eurasians, one Brahmika, and one Native-Christian.

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173. It will be convenient in this place to give a connected report on the female students of all classes reading in the college.

Four matriculated students renewed their studies in the College Department, and none were admitted. Two of these appeared at the 1st L.M.S. Examination held in March 1894, of whom one passed. One appeared and passed at the 1st M.B. Examination, and one appeared and failed at the 2nd M.B. Examination in May 1894. At the close of the session one left and three remained. No student of this class qualified during the year as a medical practitioner.

In the certificate class, as before stated, nine students remained from the previous year, and four were newly admitted. Of these 13 students, one passed and obtained the certificate of qualification, and two left; so that there were 10 at the close of the session.

174. The following is the list of female students of the College:—

No.	Name.	Nationality.	Date of admission.	Year when expected to pass out.	Class in which studying.	Nature and particulars of scholarships.
1	2	3	4	5	6	7
1	Miss Ethel George ...	Eurasian ...	May 1890 ...	June 1894 ...	Certificate class	
2	,, A. Imrie	Ditto ...	March 1891 ...	February 1895 ...	Ditto ...	Burmese Government at Rs. 40.
3	,, C. Burney	Ditto ...	Ditto ...	February 1896 ...	Ditto ...	None.
4	,, L. Tibbets ...	Ditto ...	March 1889 ..	Ditto ...	Ditto ...	None.
5	,, Ada White ...	Ditto ...	March 1892 ..	Ditto ...	Ditto ...	Dufferin Fund at Rs. 20.
	,, Lizzie Phillips ...	Ditto ...	June 1892 ...	Ditto ...	Ditto ...	Burmese Government at Rs. 40.
7	,, B. Hedding ...	Ditto ...	June 1893 ...	February 1897 ...	Ditto ...	Ditto.
8	,, J. Mendieta ...	Ditto ...	Ditto ...	Ditto ...	Ditto ...	Dufferin Fund at Rs. 20.
9	,, R. Singh	N. Christian ...	Ditto ..	Ditto ...	Ditto ...	Ditto.
10	,, J. Sutherland ...	Eurasian ...	Ditto ...	Ditto ...	Ditto ...	Bizandet Medical scholarship at Rs. 25.
11	,, Jammi Sen ...	Bengali ...	June 1890 ...	March 1896 ...	L.M.S. & M.B. ...	Government scholarship at Rs. 20.
12	,, Ida Stotesbury ...	Eurasian ...	Ditto ...	Ditto ...	Ditto ...	Ditto.
13	,, R. Cohen	Jewess ...	June 1892 ...	March 1897 ...	Ditto ...	Ditto.

175. The following table gives particulars of the present employment of the passed students of the College, so far as can be ascertained:—

	Date of passing.	Where employed when last heard of.	
1	2	3	4
Miss Ada Niebel	1889	Dufferin Fund, Bhopal.	
,, L. E. Sykes	1890	Ditto, Balarampur	Is proceeding to England.
,, F. Dissent	,,	Gone to England.	
,, G. F. Pereira	,,	Dufferin Fund, Chittagong.	
,, L. B. Smith	,,	Private Practice, Calcutta.	
,, J. Perry	,,	Dufferin Fund, Gaya.	
,, L. Kirkpatrick ...	,,	Ditto, Hydrabad.	
,, A. D'Souza	,,	Ditto, Amritsar.	
,, Ida M. Dissent ...	,,	Unemployed.	
,, W. Jahans	,,	Dufferin Fund, Cawnpore.	
,, Ida Brown	,,	Ditto, Berhampore.	
,, J. B. Muller	1891	Ditto, Delhi.	
,, H. Forbes	,,	Ditto, Rangoon.	
Mrs. M. Scott	,,	Berhampore ...	Believed to have been transferred elsewhere.
Miss C. Brooking	,,	Dufferin Fund, Alighar.	
Mrs. J. C. Smythe	,,	Ditto, Meerut.	
Miss L. M. Carroll	1893	Dufferin Fund, Sitapore ...	Or elsewhere in North-Western Provinces.
,, E. L. Bridge	,,	Unemployed.	
,, S. E. Bridge	,,	Ditto.	
,, M. S. Martin	,,	Dufferin Fund, Calcutta.	

	Date of passing.	Where employed when last heard of.	
1	2	3	4
Miss M. T. Watts	1893	Unemployed.	
„ K. O. Byrne	„	Dufferin Fund, Fyzabad.	
„ L. Blong	„	Ditto, Bara Banki.	
„ D. E. Pratt	„	Ditto, Agra.	
„ J. George	„	Unemployed.	
„ S. Anthonie	„	Dufferin Fund, Quetta.	
„ A. Lisle	„	Ditto, Mooltan.	
„ G. Woods	„	Unemployed.	
Mrs. M. Neal	1894	Ditto.	
Miss Mitter	1890	Private Practice, Calcutta.	
„ B M. Bose	„	Ditto,	
„ B. B. Bose	1891	Dufferin Fund, Cuttack.	

176. *Campbell Medical School.*—Surgeon-Major J. B. Gibbons had charge of the school from the 23rd July 1893, in succession to the late Brigade-Surgeon-Lieutenant-Colonel S. Coull Mackenzie, M.D., whose lamented death, while on furlough, is thus noticed by the Superintendent:—"During the 16 years he held the appointment, he effected great improvements in every department of the school and hospital. He endeared himself to all connected with the institution by his amiability and justice, and by the tact which he showed on all occasions. He took great interest in the students, not only during their school course, but also in their after-career. His death was deplored by a large circle."

At the close of the previous session 193 students remained in the school, of whom 177 were males and 16 females. The new admissions amounted to 120 (105 males and 15 females), making a total of 313. Of this number, 31 males and 2 females passed out with certificates after re-examination in June 1893, and 50 males and 6 females left the school during the year from various causes. There remained therefore 224 students of the regular class (201 males and 23 females) at the close of the session in April 1894, together with 82 students of the compounder class, or 306 in all as shown in the returns; against a total of 297 (including 29 females) at the close of the previous year. The new students came from 22 districts of Bengal, chiefly from the 24-Parganas, Nadia, Burdwan, Hooghly, and Howrah. From the Dacca Division there came 7 students, and from the Chittagong Division 5; though for such students as these the Dacca Medical School is chiefly intended. There were none, however, from the Patna and Bhagalpur Divisions. Two students came from Assam. The female students were from Calcutta and the 24-Parganas (4 each), Nadia (2), Howrah (1), Mymensingh (1), Cuttack (1), and two from Assam.

The Superintendent furnishes the following statement of the qualifications on admission of 179 students who remained on the rolls at the end of the session, that is, after 45 third-year students had passed out with certificates, and before the new admissions were made to the 1st-year class in June. Of 160 male students, 46 had passed the University Entrance Examination; 55 had appeared at that examination, but had failed in not more than two subjects; 45 had passed the middle English, and 14 the middle vernacular examination. This shows a great advance on the figures of 1888-89, when only 12 had passed the Entrance Examination, and as many as 99 had nothing higher than middle vernacular certificates. At the present time it is only a small minority that enter the school without any knowledge of English. Among the 19 female students at the close of the last session, one had passed the middle vernacular and one the Girls' Scholarship Examination, Standard VIII; while the rest had merely passed the special examination for admission to the school.

Two examinations were, as usual, held for the license. The first was held in June 1893 for the benefit of those students who had failed in a single subject at the examination of the previous March. At this 32 male and 2 female candidates were examined in that subject, and all but one of the male

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students passed. At the annual examination of March 1894 there were 60 male and 4 female candidates, of whom 41 male and all the female students passed. Altogether there were 92 male candidates, of whom 72 passed; and 6 female candidates, all of whom passed. The results were far better than that of the previous year, when only 33 per cent. of the male and 71 per cent. of the female candidates passed the final examination for the license. The conduct of all the students throughout the year was excellent.

During the last four years, only four of the passed students of this school have been taken into the service of Government in Bengal as Civil Hospital Assistants; though in December 1893 eight license-holders were employed on temporary cholera duty in different districts of Bengal. One licentiate of the school was also taken into Government service for Burma.

For the compounders' class, consisting at the close of the year of 82 students, two half-yearly examinations were held in April and November. At these examinations 46 male and 1 female student qualified for the certificate, in addition to 25 outside candidates.

It is evident from the foregoing statements that the female class was very successful. In addition to 16 students of the previous year, 15 new students were admitted to the class in June 1893; and 6 gained their certificates and left the school. Of the 31 students, 3 were Europeans, 7 Hindus, 7 Brahmos, 2 Muhammadans, 10 Native Christians, and 2 unspecified. All these students held Government scholarships of Rs. 7 a month, and several held other scholarships in addition, granted by the Countess of Dufferin Fund, or by various District Boards (24-Parganas, Burdwan, Mymensingh, Backergunge, and Saran), or by Municipalities (Serampore and Dumraon). One young lady holds four scholarships,—from Government, from the Dufferin Fund, and from the 24-Parganas and Saran District Boards, of the total value of Rs. 26 a month. She unfortunately failed at the second-year examination, and was remanded to her class for a further year.

The Superintendent gives a list of the present occupations of 24 passed students of the school, who are now employed or awaiting employment in connection with the Dufferin Fund or otherwise. Twelve of these are employed in charitable dispensaries or female hospitals in various parts of Bengal; four are in private practice in Calcutta, and two at Rangpur and Dacca; two students of the year 1892-93 have resigned their appointments in mufassal hospitals and have returned to Calcutta; and four students of 1893-94 are waiting for employment. The salaries of those who have taken service range from Rs. 40 to Rs. 80 a month.

177. *Dacca Medical School.*—Surgeon-Major R. Cobb was in charge of the school up to the end of February 1894, and was succeeded in March by Surgeon-Lieutenant-Colonel E. G. Russell, M.B. At the close of the session there were 198 students on the rolls, against 180 in the previous year. Of these, 62 were in the first-year, 100 in the second, 25 in the third, and 11 (who had failed at the examination) in the fourth-year class. Ten students held scholarships attached to the school, eight middle vernacular scholarships, and six Assam scholarships. There was also a special scholarship of Rs. 10 a month paid from the Noakhali Jubilee Fund. At the final examination for the license held in April 1894, 33 candidates out of 36 were allowed to appear. Of these, two failed altogether, and five who failed in one subject were remanded for three months; while 26 obtained certificates of qualification.

The compounders' class has been better attended than in previous years. It is said to supply a much-needed want, as many applications for qualified men have been received from the neighbouring districts. At the two half-yearly examinations 12 candidates appeared and 11 passed.

The conduct of all the students was fairly good and their attendance regular throughout the year. No class has yet been opened for female students.

178. *Temple Medical School, Patna.*—Surgeon-Lieutenant-Colonel E. Bovill, M.D., was in charge of the school throughout the year. The rest of the staff was unchanged. At the close of the session there were 192 students in the licentiate class, including 4 females, against 164 (2 females) in the previous year. Of these, 86 (3 females) were in the first-year, 63 (1 female) in the second-year, and 43 in the third-year class. At the beginning of the session there were 29 students from the Central Provinces, whose education is carried on at this school,

and 22 students in the military class, which was re-opened in 1892-93 after having being closed for three years. The number of students of these classes at the end of the year is not stated in the report; but six students of each class passed out with certificates.

The increase in the number of students of the Civil Hospital class is ascribed by the Principal to the fact that, as a large number of qualified non-Biharis had applied for admission, it was necessary to admit a corresponding number of less qualified Biharis, in order to keep up the proper proportion. This looks something like an inversion of the proper order, but an examination of the statement of qualifications of the candidates on admission does not show any serious falling off. Last year, for the first time, candidates were not admitted to the school unless they had some knowledge of English. This is a great advance on the state of the school ten years ago, when, out of 197 students admitted, 144 came with the middle vernacular certificate only and were entirely ignorant of English. In the following year the number of such students rose to 159; but since that time it has been steadily decreasing—to 48, 12, and 9 in the last three years. The general standard of qualification of those who know English is also steadily rising; and the Superintendent observes that most of the students prefer reading English text-books to vernacular—a very satisfactory mark of progress.

At the final examination for the license, 41 candidates appeared and 29 passed (6 military, 6 Central Provinces, and 17 local students). Nine others, who failed in one subject only, were remanded for a further term of study, and subsequently passed; so that there were only three actual failures. Of those who passed, six were employed in the Central Provinces, three reverted to military service, three found employment in the service of Government in other Provinces, and two were appointed to be Civil Hospital Assistants in Bengal.

At the compounders' examination, 13 candidates appeared and 12 passed from the class attached to the school, and 4 more passed from outside dispensaries. As at Dacca, the Superintendent reports that there is a large demand for qualified dispensers, especially Hindus.

No female student was in the third-year class during the year, and therefore none appeared at the license examination. There were six females on the rolls during the year; one in the second year, now promoted to the third year class, and five in the first year, of whom two left, two were subsequently promoted to the second year, and one fell ill and could not appear at the examination. All the students hold scholarships created by various District Boards in Bihar, though the conditions attached to some are said to make them unacceptable to students, and they therefore remain vacant.

The conduct of the students was on the whole good. A football club was started during the year, and the students have applied for the provision of gymnastic apparatus.

179. *Cuttack Medical School.*—Surgeon-Lieutenant-Colonel J. M. Zorab, M.B., was in charge of the school throughout the year. At the close of the session there were 118 students, including four females, in the licentiate class, against 86 students (7 females) in the previous year; a very satisfactory increase. They were thus distributed:—64 in the first-year, 31 in the second-year, including three females, and 23 in the third-year, including one female. It appears that only five of the new students were admitted without any knowledge of English.

At the final examination for the license 22 candidates appeared, including two female students, and 19 passed, among whom were the two females.

Two candidates appeared at the compounders' examination, but both failed.

All the female students are Native Christians. The class is small, but the passed students are very usefully employed, two in the Lady Thompson Dispensary at Cuttack, four in the Central Provinces, and one in Ganjam. The class began with seven students. Of four in the first-year class, three were promoted to the second year, and one left the school; the single second-year student was promoted to the third year, and the two third-year students passed the final examination, taking respectively the second and fifth places on the list. No new students had, at the date of the report, been admitted to the first-year class. All the female students hold scholarships.

Of 187 students who have qualified from the Cuttack school in the last 16 years, 97 were Uriyas, 64 naturalised residents, 20 Bengalis, and 6 of other

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manufactured by the class is said to be highly satisfactory. "There is now no doubt whatever," adds Mr. Slater, "about our ability to make machinery for our own use and for that of technical schools." Eleven apprentices left in the course of the year, two with guaranteed appointments as Overseers in the Public Works Department. As to the rest Mr. Slater writes:—"The services of these passed apprentices are still in demand. As far as I know there is only one of the last batch unemployed"; and he has since found employment.

Rules for the affiliation of technical schools in other parts of Bengal to the Sibpur College are under consideration. Affiliation would imply the following conditions:—Occasional inspection by the Principal of the Sibpur College, the supply to the schools at cost price of machine-tools manufactured at the College workshops, and the admission of their most promising pupils to the apprentice or artisan class of the College in order to perfect themselves in a trade. In pursuance of this system, Mr. Slater paid ten visits to technical or industrial schools during the year in various parts of Bengal, where his advice and assistance were freely given to, and cordially acknowledged by, the school authorities.

The artisan class has just been mentioned. It is intended for youths, whether European or Native, whose education is not up to the required standard for foremen mechanics, but who are capable of learning a trade. Owing to want of accommodation, the class has not yet been established, though two boys from the Oxford Mission Industrial School in Calcutta come over every day to learn smith's work, with a view to their being employed afterwards in the Mission School as instructors in smithy.

The additions to the model-room have been few, owing to the want of space. The extra accommodation now to be provided will allow of a large increase in the number of models. A small launch-engine and a three-cylinder Brotherhood engine were purchased during the year, and other types of engines will, it is hoped, be shortly procured. A model of Marchant's improvements on Fouracres' dredger, and a design for lifting lock-valves, were presented by the Public Works Department.

The European and Hindu students reside in the College, and special arrangements are made for the boarding of each class. Hitherto the Muhammadan students have been very few; and accordingly—whether as cause or as effect of this—no separate arrangements have been made for their residence and mess within the College precincts. The number of Muhammadans has increased to five since the close of the year, and they have submitted a statement of the inconvenience to which the present arrangements expose them. This is under consideration; and it may well be that provision for boarding and lodging them on the premises would tend to increase the number of students of this class.

The conduct of the students and their attention to discipline have been good throughout the year. The Principal complains of the short-sighted action of Hindu guardians in applying for leave of absence for their wards at critical periods of study without sufficient justification. This evil he hopes to amend by the introduction of a new rule assigning marks for attendance throughout the year, which will count at the annual examinations for promotion.

Much attention continues to be paid to gymnastics and athletic sports. The College has been fortunate enough to acquire an additional ground on the foreshore for football and hockey, in both of which the students are decidedly improving. The results of the outside football matches were not very satisfactory; but there is a most marked improvement in the form displayed at cricket. The College had the satisfaction of winning the Senior Harrison Cricket Shield twice running, beating the Medical College in the final by 17 runs. The College eleven played six matches and won five.

The College Volunteers (No. 1 Engineer Company, East Indian Railway Volunteers) shot very well during the year. They gained the second prize for volley-firing at the Jamalpur camp of exercise, and the first and third prizes in a similar competition at Howrah. For the Burdwan Cup, the first prize at 800 yards and the second prizes at 500 and 300 yards were won by members of the Company, in addition to other prizes. These excellent results are due to the fact that there is a range within easy distance of the College.

185. *Survey Schools.*—The following paragraphs contain information of a summary kind regarding the three Government survey schools. The utility of these schools for the purpose for which they have been established has recently been called in question, and detailed reports have been submitted as to the character of the work which they do and the public purposes which they serve. Speaking in general terms, I may state that the charge against these schools is that they fail to supply surveyors for the work of the Survey Department. The reply is that they teach to a much higher standard than is required by that Department, which only offers a rate of pay corresponding to its requirements; and that in other Departments and in private service the passed students of the schools find abundant employment at remunerative rates.

An important order was issued by Government during the year with regard to the Patna and Cuttack Survey Schools. It had been pointed out that natives of Bengal made their way to these schools with the object of securing the scholarships attached to them, to the detriment of natives of those Provinces, for whom they were primarily intended. The Government orders declared that the object of Government was to obtain men who knew Bihar and Orissa, who could speak and write the vernacular of these Provinces, and who were thoroughly acquainted with the habits and customs of the people living there. The scholarships attached to the local schools were therefore to be confined for the future to natives of Bihar and Orissa, including in that term domiciled foreigners.

186. *Dacca Survey School.*—The attendance, which increased from 268 to 319 in 1892-93, has again risen to 398, 364 being Hindus, 33 Muhammadans, and one a Buddhist. Since 1882-83 the fee receipts have risen from Rs. 404 to Rs. 7,916, or nearly 20 fold, while the expenditure has increased from Rs. 3 265 (Government share Rs. 2,861) to Rs. 9,599 (Government share Rs. 1,683), or only three fold. To meet the requirements of the increasing number of pupils, four additional teachers were sanctioned in December 1892. Of these, three were at work throughout the year, and the fourth for seven months. This addition to the staff made it possible to give the students more complete instruction in practical surveying than in any previous year. Half of the first-year class went out at a time in four batches, under the charge of three additional teachers, each of whom had a different class of work to teach. One was in charge of a chain and compass survey; another of a cadastral survey, both under the old system and with the plane-table; and the third undertook the preparation of a topographical map with plane-table, taking section-levels, and laying out a road-line. Half of the second year also went out in three parties at a time for field-work. There was some delay in getting sufficient instruments for so large a number of students; but notwithstanding this drawback, a satisfactory amount of work was completed. The total area surveyed covers more than 90 square miles. A cadastral map of the tracts lying between the two main branches of the Megna, from opposite Munshiganj to Daudkandi, and from Baidya Bazar to Satnal—a space of about 50 square miles, including 100 villages—has been executed with the plane-table. Azimuth observations were taken at 18 stations to test the angular work of the parties, and the traverse lines were connected with revenue and Dearah survey pillars. The traverse circuits were tested subsequently by the Dearah survey maps in the Commissioner's office; the differences were found to be small and within the allowable percentage.

Of 89 students in the second-year class, 86 went up in 1893 for the final examination, which was conducted as usual by the local Public Works officer. Of these 60 passed and obtained certificates. Of 404 students who have passed out of the school, the Principal has furnished a history of the services of 287, or 72 per cent., who are "now actually serving Government, either in the Revenue Department as kanungos, surveyors, field peshkars, survey inspectors, amins, &c., or in the Public Works Department, the District Boards and the Railways as surveyors, sub overseers and draftsmen, in the different districts of Eastern Bengal and Assam," besides others who are either in temporary employment or in private service.

A carpenter's class is attached to the school; and the Head Master wishes to develope this branch by a definite course of manual instruction in carpentry and smithy, so that the pupils at the end of their two-years' course may be able to join the Apprentice Department of the Sibpur College; and in any case may be

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more useful as supervisors in the Public Works Department and otherwise. When I visited the school in March last I ascertained that a large number had joined in the hope of being eventually able to proceed to Sibpur; and on a subsequent visit in July, I found that a good many of these had left, because that scheme had not yet been carried out. It is now under Mr. Slater's consideration.

187. *Patna Survey School.*—The roll-number has risen from 113 to 162, composed of 106 Hindus, 54 Muhammadans, and 2 others. An additional second teacher was appointed in November 1893. The fee receipts for the year increased from Rs. 1,383 to Rs. 2,026, and the total expenditure from Rs. 4,698 to Rs. 5,076; the Government expenditure falling from Rs. 3,315 to Rs. 3,050. About two-thirds of the students know English and can be taught through that language. The Principal reports that ignorance of English is one of the greatest obstacles to their being more largely employed in Government service; and with my concurrence he has ordered that students shall in future be required to possess an elementary knowledge of that language on admission to the school. They will become much more familiar with it during the course of their two years' instruction.

The field work was carried on from December to March. Half of the first-year students worked alternately for a fortnight in the field; the other half remaining in the school for plotting and drawing. They surveyed the lands and buildings in the neighbourhood of Patna by chain and compass. The second-year class were formed into eight parties, which surveyed large cultivated plots of *rabi* land with the plane-table, made a theodolite survey of a circuit from the distillery to the railway station, took fly-levels with the dumpy level for practice in levelling, and section levels for a projected road of over two miles in length.

The effect of the Government order noticed above upon the award of scholarships at the close of the first year will be evident from the following. The first 14 students on the list were Bengalis, of whom only two (Nos. 6 and 7) were domiciled. These two therefore gained two out of the six Government scholarships, the other four being awarded to four Biharis (Nos. 16 to 19). At the final examination held in 1893, 32 students appeared and 28 were granted certificates. Of 338 students who have been granted certificates since the school has been in existence, the Principal has obtained particulars of the present occupation of 141, who are employed as overseers, sub-overseers, civil court amins, cadastral survey amins, kanungos, draftsmen, assessors, surveyors, and survey teachers, by the Public Works, Irrigation, and Road Cess Departments, by other Government offices, by Municipalities, and by Native States.

188. *Cuttack Survey School.*—The number of students remained nearly the same at 42, of whom 24 are natives of Orissa. More attention has been given during the year to practical training and the use of the theodolite, as officers of the Public Works Department have complained that the passed students are of little use until they have had a further term of two months' training in the field. The Principal, however, as at Patna, expresses the opinion, based on recent experience, that ignorance of English is really the chief hindrance to their usefulness, and raises the question whether some knowledge of English should not be required of all students. The difficulty here is that English is far less common in Orissa than even in Bihar. A further obstacle lies in the common reluctance of the Uriya to leave his home for employment at any distance even within the limits of Orissa. In the last year two students refused to go as far as Kendrapara, and several were unwilling to go to Alba, where appointments of Rs. 25 and Rs. 30 a month were offered them. As mentioned above, the passed students of the Cuttack Medical School have very different views on that point.

Of the six candidates who stood highest at the first-year's examination, four were Bengalis, who but for the recent orders of Government would have gained scholarships. At the final examination 18 second-year students appeared and 16 passed. All the Uriyas who passed have found employment, but only one of them is in the Government service. It also appears that since the establishment of the school, 277 students have passed out with certificates. Twenty are reported dead, and of 43 no information can be obtained, leaving 214 to be accounted for. Of these, 97, or about 45 per cent., are in the employment of Government, of Municipalities, and of District

Boards, 46 are in private employment, 38 are engaged in independent professional work, and 33 are returned as unemployed.

189. ART AND INDUSTRY.—The Government School of Art is by far the most important institution under this head. The other schools are as yet of an elementary character for the most part; though the affiliation of the best of them to the Sibpur Engineering College is expected to effect a great improvement in their status.

190. *Government School of Art.*—The removal of the school to its new and commodious premises in Chowringhee, to which it was transferred in February 1892, has not had the effect, anticipated by some, of a decline in the attendance. On the contrary, the number of students rose from 181 in 1892 and 198 in 1893 to 269 on the 31st March 1894.

The Superintendent states that the general character of the work done in the school will compare favourably with that of any Art School in the United Kingdom. The technical classes have been strengthened and developed, with excellent results, not only in the quality of the work, but in the comparative ease with which the students obtain employment. Applications for draftsmen have even been received from other Presidencies, but the students are generally averse to leaving their own Province. In addition to the testimony of the Superintendent, there is also outside evidence to the high-class character of the work that the students can do. Two of the students are employed under Surgeon-Captain A. Alcock, Superintendent of the Indian Museum, who writes of their work as follows:—"The illustrations of the Zoology of the R. I. M. S. *Investigator* have been highly praised by several of the leading authorities of Europe as most remarkably skilful and careful work." Two of the original sheets of these illustrations were exhibited at the last Exhibition of the Calcutta Art Society, and elicited much praise. His Excellency the late Viceroy was so impressed with the excellence of the drawings that he awarded a special medal to the draftsman, as a personal recognition of his exceptional skill. I also read in a Roman newspaper, *La Riforma*, that "Ruhini Kanta Nag, di Calcutta," formerly a student of the School of Art, has been awarded a special silver medal at the Institute of Fine Arts for modelling the figure. This is the second medal that he has won.

The classes for wood-engraving and lithography have been fully employed during the year in executing book-illustrations issued by the Government of India Press, and entomological drawings for the Indian Museum. Illustrations for the Technical Art Series have also been executed in lithography for the Government of India. A progressive series of drawing examples, derived from purely Oriental sources, is now in preparation. Much lithographic work of a similar artistic character has also been done by ex-students of the school, among which may be mentioned Volume IV, 'Anonaceæ,' of the Annals of the Royal Botanic Garden, containing some hundreds of full-plate illustrations of that order. At the Art Society's Exhibition above mentioned, eight medals and prizes were awarded to students of the school.

191. *Government Art Gallery.*—The gallery is open to the public three days a week; but owing to the removal it was thrown open during the past year for 79 days only, during which time it was visited by 1,374 persons, of whom 104 were Europeans, 1,090 Hindus, and 280 Muhammadans. In 1892-93, when it was open for the full year in Bow Bazar Street, there were 2,985 visitors. No additions were made to the gallery from the Government grant during the year. The pictures and other works of art which it contains have now been re-arranged in the new building, which forms a spacious and well-lighted gallery.

192. *Industrial Schools.*—The number has advanced from 21 to 26, by the addition of three schools under the management of District Boards, one aided, and one unaided school. The pupils have increased from 717 to 765.

193. (*a*) Of the Government schools, that at Ranchi is the most important. This school had on its rolls on the 31st March last 27 pupils, against 24 in the year preceding. All the 27 pupils of the year were Native Christians of aboriginal birth. The school continues to improve under Mr. D'Silva, the Superintendent, whose salary has lately been increased from Rs. 80 to Rs. 100 a month; and its Secretary, Babu Rai Charan Ghosh, B.A., interests himself closely in the work of the school. The income from sale-proceeds, after

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defraying an expenditure of Rs. 855 for raw materials, amounted to Rs. 1,139 during the year, against Rs. 503 in 1892-93. The school has greatly advanced in carpentry and blacksmith's work. I also find that Hindi reading, writing, and arithmetic, as well as sketching, free-hand and linear drawing, are now being regularly taught by the Munshi and the Superintendent. Mr. Slater commends this school, in its reorganised form, as giving a thoroughly useful and practical education, and as being one of the very best of the industrial schools in Bengal. The question raised during the year by the Accountant-General of Bengal regarding the constitution of the school has at last been finally settled by a Government order that the institution is a Government school, with a net grant of Rs. 150 a month out of the total expenditure of Rs. 183; and that the amounts paid from the interest of the Chutia fair-fund, as well as the sale-proceeds of the articles manufactured, are to be regarded as contributions to public revenues, and deposited periodically in the local treasury. It is proposed to entertain the services of a duly qualified teacher of educational subjects, and an additional establishment to teach carriage-painting and varnishing. The school has been thoroughly repaired at a cost of Rs. 422 during the year. A bungalow for the residence of the Superintendent, close to the school compound, is under construction at a cost of Rs. 1,080. Contingent expenditure to the amount of Rs. 1,000 (to be recovered from sale proceeds), and a permanent advance of Rs. 200, have also been recently sanctioned.

The carpentry schools at Dumka and Pathra in the Sonthal Parganas are maintained on a small scale from the Sonthal Education and Estates Improvement Funds. The Dumka school had three apprentices and cost Rs. 371, which was met entirely from the sale-proceeds of the articles made by the apprentices and the head carpenter. The school has thus become self-supporting. The Pathra school had three apprentices and cost Rs. 108.

The Deputy Commissioner of Lohardaga, Colonel Evans-Gordon, proposes to open three small industrial schools of an elementary character in the interior of the district, under the management of ex-students from Ranchi. One of these has already been opened at Palkot, in which four pupils are learning carpentry and smiths' work. It is said to be doing well.

194. (*b*) *Board Schools.*—These schools increased from six to nine by the addition of three schools at Burdwan, at Sonarpur in the 24-Parganas, and at Nasirabad (Mymensingh). Their pupils increased from 196 to 283. They are described below. Some of the schools classed as aided are also supported by District Boards.

195. *Burdwan Technical School.*—It was started in April 1893. It consists of two departments:—(1) the purely technical classes held in the morning, and (2) the general or ordinary classes held in the afternoon. In the latter there were 46 pupils, of whom 38 also attend the workshop classes. No fees are charged. The teaching staff consists of a superintendent, a blacksmith, a carpenter, and an assistant carpenter. The school is maintained by the District Board, with a subsidy of Rs. 20 from the Burdwan Municipality. The entire expenditure during the year amounted to Rs. 2,631, of which the District Board paid Rs. 2,270.

196. *Sonarpur Technical School.*—This was opened by the District Board of the 24-Parganas towards the close of the year. It is under a Superintendent on Rs. 10 a month, who gives the boys elementary instruction in the vernacular; and they are taught carpentry by a workman from the bazar. The object of the District Board is to give the boys some elementary manual training, which may be useful to them when they go elsewhere to learn the trade of a carpenter. It is hoped to introduce other useful handicrafts hereafter A further proposal has been made to attach the school to a middle school in the neighbourhood, the Head Master of which would give the necessary class instruction, thus saving the pay of the Superintendent.

197. *Rangpur Technical School.*—The roll-number has fallen from 77 to 72, and the average daily attendance from 74 to 54—a remarkable decrease. Out of 72 on the rolls on the 31st March, 60 were Hindus and 12 Muhammadans. Of the total number of pupils 17 belonged to Rangpur, 14 came from Pabna, 9 from Mymensingh, 6 from Rajshahi, and 4 from each of the districts of Barisal, Dacca, Faridpur, Khulna, and Nadia; the other 6 came from four other districts. The subjects of study are the same as those reported last year, namely, Euclid, algebra, mensuration, engineering, estimating, drawing, and surveying

by chain and compass, trigonometry and the plane-table, besides carpentry, smith's work, engraving and electroplating. Under its new constitution, the chief object of the school is not to teach special trades, but as at Sibpur to give a general mechanical training. The Deputy Inspector of Schools thinks, however, that carpet-making, watch-repairing, tinkering, dyeing, &c., should be included among the subjects of instruction,—a suggestion which is at variance with our now-accepted views of these schools. The pupils have been examined by the District Engineer and the Head Master of the training school, with the result that 9 out of 11 boys of the second-year class passed their final examination, and 17 out of 20 passed the examination of the first-year class. The dwelling-houses of the boarding establishment attached to the schools were burnt down; and the District Board have sanctioned Rs. 2,837 for constructing two corrugated iron-roofed sheds. The expenditure from the District Fund has increased from Rs. 1,099 to Rs. 1,874, and the total expenditure from Rs. 3,833 to Rs. 4,031 The expenditure from private sources has, however, fallen from Rs. 1,774 to Rs. 1,197, consisting of Rs. 800 from subscriptions and Rs. 397 from fees. The contribution from Provincial revenues was the same as in the previous year, namely, Rs. 960. Each pupil on the rolls cost Government Rs. 13 in the year.

198. *Pabna Technical School.*—There were 24 pupils on the rolls on the 31st March. The expenditure for the past year from the District Fund was Rs. 3,106. Drawing, carpentry, and blacksmith's work are taught. Rs. 546 were realised from the sale of articles manufactured by the boys.

199. *Barisal Technical School.*—This school, established in 1890, under the direct management of the District Board, has completed the third year of its existence. It had 43 pupils on 31st March, against 35 in the preceding year. The teaching staff consists of a Head Master from the Sibpur College on Rs. 70 a month, who teaches mathematics, surveying, and drawing, and a carpenter on Rs. 30 a month. A second master was temporarily employed to assist the Head Master when the boys were employed in field work in surveying. The school is divided into two sections, an upper and a lower. There are 38 pupils in the upper and five in the lower section. The subjects taught in the upper section are arithmetic, geometry, mensuration, drawing, surveying, carpentry, and blacksmith's work, and in the lower section the pupils are practised only in carpenter's and blacksmiths's work. At the final examination held in October all the 16 boys that appeared passed, 3 being placed in the first division, 6 in the second, and 7 in the third. On the results of the annual examination seven stipends are awarded—one of Rs. 4 a month, four of Rs. 3, and two of Rs. 2. One of these stipends is given for general proficiency, three for proficiency in carpentry, and three for proficiency in blacksmith's work. The total expenditure on the school was Rs. 2,650, against Rs. 2,590, and the income from fees was Rs. 261, against Rs. 211 in the previous year.

200. *Mymensingh Kasi Kisor Technical School.*—This school was opened in July 1893. The number of pupils at the close of the year was 21, of whom 15 were Hindus and the rest Muhammadans. The Hindus belonged to the following castes:—Brahman 5, Kayasth 2, Sutradhar (carpenter) 3, Karmakar (blacksmith) 2, washerman 2, and trader 1. The establishment consists of a superintendent and carpenter combined, and two servants, costing in all Rs. 82 a month. The subjects taught are arithmetic, geometry, drawing, and carpentry. It is proposed to have two classes as at Barisal, an upper and a lower. At the last annual examination in the practical subjects, 14 boys were declared to have passed out of 15 that appeared. In the theoretical subjects 12 boys passed, out of 14 that competed. The boys attend class from 12-30 to 2-30 P.M., and work in the shop from 6 to 9-30 in the morning, and from 2 30 to 5 in the evening. The sale-proceeds of the articles manufactured amounted to about Rs. 300 during the year under report. There are eight scholarships of Rs. 4 a month each, and four of Rs. 2. The school has been established in memory of the late Babu Kasi Kisor Roy Chaudhuri of Ramgopalpur, all its expenses being borne by his son, Babu Jogendra Kisor Roy Chaudhuri. It cost last year Rs. 3,302.

201. *Comilla Artisan School*—called this year "the Elliott Artisan School," is managed by a Committee, consisting of the Chairman, Tippera District Board, the Manager of His Highness the Maharaja of Hill Tippera, the

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Manager of Maharaj Kumar Binay Krishna's estate in Tippera, the District Engineer, the Deputy Inspector of Schools, and two members of the District Board elected by that body, the proceedings of the Committee requiring the confirmation of the District Board. It has three departments or sections—carpentry, blacksmithy, and tinsmithy. The first two are maintained by the District Board, and the last is paid for out of the primary allotment at the disposal of the Magistrate. The school returned 29 pupils, against 34 of the previous year. Of these, 16 learn carpentry, four blacksmith's work, and nine tin-work. Two of the pupils are Christians, 1 a Tippera, 6 Muhammadans, and 20 Hindus. There are 16 stipends for these pupils, 13 at Rs. 4 and three at Rs. 3. A master-workman on Rs. 40 a month is entertained for each of the three sections. The expenditure during the year has increased from Rs. 2,755 to Rs. 3,251, the Board's expenditure having increased from Rs. 2,510 to Rs. 2,559, and the departmental expenditure from Rs. 245 to Rs. 692. There was a further expenditure of Rs. 3,163 on buildings, paid from donations received from His Highness the Maharaja of Hill Tippera (Rs. 1,700) and from Maharaj Kumar Binay Krishna (Rs. 500), as also from the funds raised for the reception of His Honour the Lieutenant-Governor on the occasion of his visit to the town in August 1892. The cost of tools and materials purchased during the year was Rs. 1,067, and the sale-proceeds of the articles manufactured amounted to Rs. 880. Four pupils of the carpenter's class, one of the blacksmith's, and two of the tinsmith's received certificates of proficiency in their respective trades. It is stated that the carpenter's pupils can do joinery, turning work, and the repair of carriages; that the blacksmith's pupils can make bolts and nuts, weld iron, fit tires, and do viceman's work; and that the tinsmith's pupils can work from designs, and make moulds and cast brass for small articles, such as hasps and hinges. This is perhaps a statement of what is intended rather than of what is actually done. The school is now to be reorganised under a passed pupil from Sibpur, on a salary of Rs. 80 rising to Rs. 100 a month, a blacksmith on Rs. 45, and a carpenter and tinsmith on Rs. 40 each; raw material, fuel, &c., will amount to Rs. 932, and scholarships to Rs. 756. The total expenditure of Rs. 4,148 (rising to Rs. 4,388) will be met from private subscriptions of Rs. 800 a year, grant from the Municipality Rs. 200, from Provincial revenues Rs. 800, and an estimated sum of Rs. 1,136 from sale-proceeds. The balance will be defrayed by the District Board. A sum of Rs. 1,000 is to be spent from private subscriptions in hand for the purchase of tools and plant, and a yearly sum of Rs. 500 is to be appropriated to the same purpose. With the opening of the railway to Chandpur, it is hoped that a much larger number of really working pupils will attend, and that constant employment will be found for them.

202. *Noakhali Technical School.*—This school was opened by the District Board on the 17th March 1893, with three pupils in the carpenter's class and with a competent artisan Head Master on a salary of Rs. 80 a month. Within the year the number of pupils increased to nine, but fell about its close to five. A good workshed and the necessary appliances were provided in the previous year at a cost of Rs. 702. The expenditure during the year under report on account of establishment and miscellaneous charges was Rs. 1,187. Provision was made for opening a blacksmith's class, and also for stipends to pupils. But as hardly any pupils came, and those who did come neither attended regularly nor worked with interest, the District Board decided to close the school from the 1st April 1894.

203. *Purnea Technical School.*—The school has been reorganised. A passed student of the Sibpur Engineering College has been appointed on Rs. 80 a month, in addition to the carpenter on Rs. 25 a month formerly in charge of the school, in order to introduce a regular course of studies, and to increase its utility by a systematic course of manual work. The total expenditure on the school was Rs. 3,067, the allotment having been Rs. 3,748; and the sale-proceeds amounted to Rs. 672. Thus the net amount contributed by the District Board towards its maintenance was Rs. 2,395.

204. (*c*) *Aided Industrial Schools.*—The number has increased from 7 to 8, owing to the transfer of the school at Bend in the district of Singhbhum from the unaided to the aided class. The number of pupils fell from 294 to 236.

205. Three of them are in the Burdwan Division, namely, two in Midnapore, and one in Bankura. The American Baptist Mission School had 31 pupils,

against 52 in the previous year. It trains pupils in carpentry and rope-making, as well as teaching them to the upper primary standard. Government paid Rs. 174 out of Rs. 652. The Mahisadal Raja's Technical School had 22 boys, against 18. The pupils are taught carpentry, tinsmith's work, and other simple arts. The Principal of the Sibpur Engineering College was dissatisfied with his inspection of the school, and recommended the Board either to give it up, or to furnish it with the necessary tools and apparatus and with a competent staff of teachers. The future constitution of the school is not yet settled. Out of a total expenditure of Rs. 2,357, Government contributed Rs. 400, and the Midnapore District Board Rs. 600, while Rs. 1,357 were realised from sale-proceeds. The attendance at the Bankura Industrial School declined from 47 to 39, of whom 25 learnt carpentry and 14 tinsmith's work. The Government grant was Rs. 138, out of a total expenditure of Rs. 303. The school is said to be in a most unsatisfactory condition, owing to the want of funds and the absence of a competent Superintendent. Nothing more is taught than the ordinary bazár methods of carpentry and tinsmith's work. But of that class of artisans it is stated that some 30 have been turned out, and are now earning a livelihood. The question of continuing or withdrawing the grant is under discussion.

206. In Calcutta and the Presidency Division there are two schools. The Calcutta Industrial School is attached to Bishop's College, and is under the management of the Society for the Propagation of the Gospel. Its pupils fell from 48 to 19, from causes which are unexplained. Of the total expenditure of Rs. 2,399, Rs. 1,422 were realised from sale-proceeds, Rs. 677 from subscriptions, and Rs. 300 from the Government grant. Carpentry is the principal trade taught, and Mr. Slater has expressed a high opinion of the efficiency of the training. Two of the pupils go over daily to Sibpur, where they work in the shops in order to be able to introduce smith's work into the school. The Murshidabad Technical School had 50 pupils, against 53 in the year before. It is aided by the local Municipality, which paid Rs. 360 out of a total expenditure of Rs. 630. Carpentry, clock-making, embroidery and bidri-work are taught. Its chief justification is an endeavour to preserve the local industry of bidri-work, lately in danger of extinction.

207. There are two industrial schools in the Orissa Division; one in the town of Balasore, and the other under the District Board at Alalpur in the north of the district. The outlay on them was Rs. 1,139, of which Rs. 312 came from the Government revenues and Rs. 120 from the District Fund. Both schools teach carpentry and needlework. The Alalpur school is said to have turned out some very good carpenters.

208. The single school in the Chota Nagpur Division is that formerly at Bend in Singhbhum, but now removed to Ghatsila. The school had on its rolls 10 pupils at the end of the year, against 9 in the year preceding. During the course of the year, Government was pleased to sanction for this school a grant of Rs. 32 a month, together with a special grant of Rs. 150 for the purchase of instruments and raw materials, on condition that the school should be removed from its present site to Ghatsila, the central village in Dalbhum. It was accordingly removed to Ghatsila in November last, and worked there for about a month. The teacher, however, having fallen ill, left the place in December last. He has since re-opened the Bend school as an unaided institution, and has expressed his unwillingness to return to Ghatsila, for which, however, another teacher has been selected. The Dalbhum estate has paid Rs. 50 towards the construction of a workshed. The school is expected to work well, as the Dalbhum Manager's office has been removed to Ghatsila, which has added much to the importance of the place.

209. *Unaided Schools.*—The number has increased from five to six, by the opening of one school at Dumraon in the Arrah district, and of one at Pakour in the Sonthal Parganas, and by the closing of a small school under the Anglican Mission at Chaibassa.

210. *Bihar Industrial School.*—The expenditure incurred during the year amounted to Rs. 10,026,* of which Rs. 2,680 were for establishment and contingencies, Rs. 738 for stipends, and Rs. 6,608 for the construction of a workshed and for tools and plant. The closing balance at credit of the fund was Rs. 2,50,532.

* The tabular statement (page 94) shows Rs. 7,333 only for two schools; but the return is said to be incomplete.

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At the close of the year the school had 47 pupils on the roll (23 Hindus, 23 Muhammadans, and 1 Christian), against 32 of the preceding year. Out of this number 23 were in the Apprentice Department and 24 in the artisan There were altogether 46 stipends; 21 being provided from the contributions of District Boards (8 of Rs. 7, and 13 of Rs. 5 each), and one of Rs. 5 from the Patna Municipality, for the apprentice class; and 24 of Rs. 3 each for the artisan class, provided from the school fund and from the proceeds of two endowments in the name of Kazi Reza Hussain Khan Bahadur of Patna, and of Khan Bahadur Ali Khan of Barh. The course of instruction in the upper or apprentice class includes arithmetic (the whole); algebra, to simple equations and progression; geometry, to the sixth book of Euclid; the mensuration of areas; drawing, the printing of scales, and projection; and in practical work, the chain and compass survey; building and the strength of materials; and the trades of the carpenter and blacksmith.

211. The immediate outlook of the school is not entirely satisfactory. It was at first proposed that two pupils should be sent in annually to the apprentice class from each district in Bihar, with stipends paid by the District Board. In the second year of its existence there were only 23 apprentices in the class instead of 48, and I have recently learnt that only one additional apprentice with a scholarship from the District Board of Malda was sent in at the beginning of the new session in July last. The numbers were then as follows:—13 in the third-year class, 7 in the second-year, and one in the first year. Six others, however, have since been sent in with scholarships from different District Boards, and some local pupils have been attracted by the offer of free-student ships, so that the number is now (21st September) 34. When I visited the school last March, I found a certain amount of discontent prevailing among the apprentices as to the conditions under which they were admissible to the corresponding class at the Sibpur College. Under the existing rules, apprentices on the completion of their third year may present themselves for the second-year's examination at Sibpur, and if they pass may be admitted to the third-year class. They complained that their three years counted only as two, and that they ought to be eligible for the fourth-year class. The complaint is really unreasonable. It must be remembered that the pupils are admitted on a much lower standard of general education at Patna than at Sibpur, and thus save at least a year; and even assuming that the appliances and methods of instruction were as complete and efficient at the former place as at the latter, it would be quite impossible for the Bihar students to compete on equal terms with those of the same nominal standing at Sibpur. It would be futile to admit them to an examination which they have not the slightest chance of passing. Anyhow, the dissatisfaction exists, or existed; and though there is no reasonable ground for it, and it may be expected to disappear with further knowledge, yet it is probable that its existence, spreading to the districts, may have caused candidates to hold back. I have suggested to the Commissioner of Patna that the District Boards should be addressed on this point; and that they should be asked to place at the disposal of the Committee all stipends which they themselves are unable to award, on the ground that the interests of the whole of Bihar will be served by the efficient maintenance of the industrial school; that its efficiency depends upon a constant supply of pupils; and that it makes no difference from what district of Bihar they originally come, as experience (namely, that of the Patna Survey School) shows that Biharis are willing to take employment in any part of Bihar. It is thought that the Central Committee would have less difficulty in filling up the scholarships than the Committees of outlying districts, where the objects and character of the school are imperfectly known, and the prospects of future employment regarded as uncertain.

212. I should add, however, that Mr. Slater regards the existence of the Government Survey School in the same compound as the chief obstacle to the success of the Industrial School. The former, he considers, takes up those students who might otherwise join the latter; and so long as they can get instruction and the hope of future employment in the one, without soiling their hands with work at the bench and the forge, there is little chance of their joining the other where those conditions are essential. I cannot convince myself that this is the true reason. Mr. Ewbank tells me that he recently asked the second-year class of the Survey School whether they would be willing to go in for a

course "that dirtied their hands and smutted their faces," on the ground that they would thus become better supervisors of artisans' work. About half the class, he says, immediately stood up. The superior attractiveness of the Survey School seems to me to lie in the fact that it offers students fairly secure prospects of employment; while these prospects in the case of the Industrial School are as yet uncertain, and students are unwilling to run the risk. I think it is hardly doubtful that students trained in the school will find remunerative employment in Bihar, as the Sibpur apprentices have done in Bengal; especially when the school is fully equipped with the machinery and appliances with which Sibpur will be able to provide it, and when the instruction is settled on a systematic basis; and meanwhile provision is made for the further training of the students at Sibpur. With the development of railways, and in other ways, a hundred different lines will be found along which the trained Bihari mechanic may find employment. This assumption is not only reasonable in itself, but is a necessary one in the present case, because it is that upon the faith of which the munificent donations of the founders were contributed, and the school itself established.

213. A brief notice may be given of the remaining unaided schools. That at Dumraon was opened during the year under report by the late Maharaja, and a teacher from the Rangpur Technical School was appointed in August on a salary of Rs. 60 a month. The total expenditure was Rs. 1,640, including Rs. 1,300 for tools and plant Carpentry and smith's work are taught. The school had 12 pupils on the roll, and there are two scholarships of Rs. 5 and Rs. 3 attached to it. In the Bhagalpur Division there are three schools. The Pakour Mission School had six pupils, learning various handicrafts. The expenditure of Rs. 1,464 was paid from subscriptions. The two schools at Madhupur and Nawadih on the East Indian Railway are maintained for the elementary training of workmen in the shops and of their children. There were 60 pupils at Madhupur and 84 at Nawadih. The single unaided school in Chota Nagpur is that at Bend, previously noticed.

214. Among the colliery schools at Giridih, where some thousands of pupils receive elementary instruction under Dr. Saise's wise and energetic supervision, is one in which 25 boys are being thoroughly well trained as carpenters, blacksmiths, and fitters. For some unexplained cause it has not been included in these returns, but Mr. Slater gives it a very high place among industrial schools. All the pupils are sons of workmen employed in the colliery. Three are sufficiently advanced to be sent to Sibpur, and arrangements are being made with that object. The Superintendent wishes to have them trained so as to become a competent medium of communication between the overmen and the workers. In order to take this position the lads should learn a little English; and Mr. Slater has recommended the appointment of a teacher on Rs. 10 a month for this purpose.

215. From what has preceded it will be evident that the condition and prospects of many of these industrial schools are very unsatisfactory, while even in the best of them, with a few exceptions, there is as yet no certain promise of success. They seem to want finality, and a definite outlook for the future. They are at work, and pupils attend them; but they are evidently in a crude and inchoate state, and the prospects of the pupils after completing their training are as yet by no means clear. They will have acquired a certain amount of manual training, under instructors of a much higher degree of skill than is to be found in the ordinary workman of the bazar; and they will have received some useful instruction in "practical" subjects, including drawing. But then what is to become of them? To what market are they to carry their acquirements? The answer seems to me to lie, as Mr. Slater has so often pointed out, in the affiliation of all these schools that are worth retaining to the "Central Technical College" at Sibpur. They will receive teachers from Sibpur; they will send up the best of their pupils to Sibpur for further training; Sibpur will gradually supply them with a stock of tools suitable to their varying needs and ambitions; and the tie will be strengthened by the occasional visits of inspection which they will receive from the Sibpur Principal. The pupils sent for training will, like other Sibpur apprentices, readily find employment; and every instance of this will act upon the local pupils as an encouragement and an incentive. Men possessing these qualifications are, in a state of advancing civilisation, required in every district;

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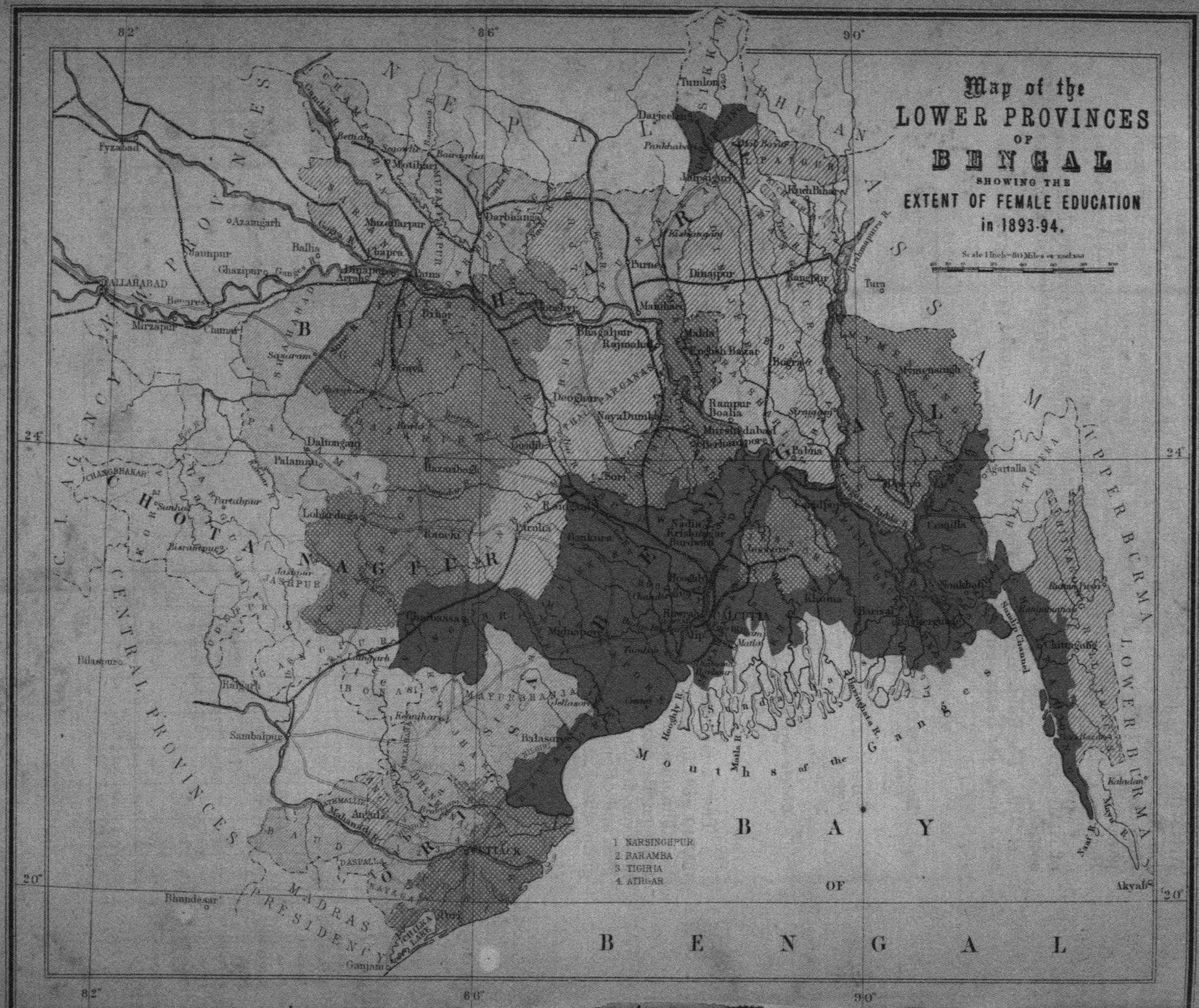
and District Boards will be quick to recognise how greatly their local industries will be promoted by having a supply of such men at their doors, and will be ready to provide stipends to Sibpur for all promising pupils. As time goes on, as the teachers gain greater experience, as pupils become more numerous and more confident, above all as the school, always secure of the interest and support of the District Board and the local Municipality, becomes gradually equipped with a full stock of tools and the necessary appliances of a workshop,—it will finally cease to be dependent upon Sibpur, and will complete the training of its pupils from its own local resources. In this, as in other similar cases, it will be found that supply will promote demand, and that with trained mechanics always to be had, new industries will arise, and new opportunities will be found for employing them. I use the language of prophecy; for I hold that in a country like India, now entering with rapid strides upon the path of material progress, it is impossible to doubt that technical skill, of the generally useful kind that these schools impart, will sooner or later find an abundant market. I am convinced that we should go on, with absolute assurance and confidence, in the way we have begun, undeterred by difficulty or failure. The hope of their early success lies in the rapidity with which the Sibpur College can be developed to such a point as will enable it to meet all their requirements. They are clamouring for tools and machines; but it is only in a few instances as yet that Sibpur has been able to supply them. With the workshops under the direct control of the Principal, it will be in a much better position to do this; for the manufacture of machine-tools will not only supply the requirements of the schools, but will afford the best possible training to the pupils who make them.

216. *District Board Scholarships.*—As noticed in the last report, many District Boards encourage technical education not merely by establishing industrial schools, but also by the foundation of scholarships to enable promising pupils to finish their mechanical training at Sibpur. The District Board of Midnapore has awarded a scholarship of Rs. 10 a month, tenable at Sibpur. Two of the same value were created by the Backergunge Board, of which one was held at Sibpur throughout the year, and the other found no candidate willing to accept it. Two scholarships of Rs. 15 and two of Rs. 10 were provided by the Boards of Tippera and Noakhali respectively, and were awarded to natives of those districts. One of Rs. 15, founded by the Chittagong District Board, remained vacant for want of a candidate. The Puri District Board gave a stipend of Rs. 20 a month to an ex-student of the zilla school, who has joined the Sibpur College. The Cuttack Board sent three boys, with stipends of Rs. 4, Rs. 6, and Rs. 8, to the Jobra workshops to learn carpenter's, blacksmith's and fitter's work. One boy has been sent to the Calcutta Art School by the District Board of Balasore, with a scholarship of Rs. 10 a month.

217. *Other schools.*—These constitute a very miscellaneous class, which need no lengthened description. They consist of one music school in Calcutta, three in the district of Bankura, one in Rangpur, and one in the Balasore district; a Converts' Training Home at Barrackpore; and nine Sanskrit schools in the Patna Division.

No. III.


Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
EXTENT OF FEMALE EDUCATION
in 1893-94.
Scale 1 Inch=80 Miles or 1 mil=1.25
Excludes Schools for Europeans.
REFERENCES.
Percentages of Girls of a School-going age at School—
Class 1. 2 to 5 per cent.
" 2. 1 to 2 " "
" 3. ½ to 1 " "
" 4. below ½ " "
1. NARSINGHPUR
2. BARAMBA
3. TIGIRIA
4. ATHGAR
Mouths of the
BAY
OF
BENGAL
NEPAL
BHUTAN
ASSAM
LOWER BURMA
UPPER BURMA
CENTRAL PROVINCES
MADRAS PRESIDENCY
CHOTA NAGPUR
ALLAHABAD
Fyzabad
Azamgarh
Ghazipur
Ballia
Mirzapur
Chunar
Patna
Gaya
Bhagalpur
Rajmahal
Darbhanga
Muzaffarpur
Purnea
Dinajpur
Rangpur
Bogra
Pabna
Dacca
Mymensingh
Tipperah
Chittagong
Agartala
Cuttack
Balasore
Sambalpur
Bilaspur
Raipur
Ranchi
Hazaribagh
Palamau
Daltonganj
Lohardaga
Purulia
Midnapore
Hooghly
Nadia
Krishnagar
Burdwan
Bankura
Jessore
Khulna
Barisal
Backergunge
Noakhali
Comilla
Sylhet
Akyab
Ganjam
Bhandesar
Darjeeling
Kuch Behar
Tumlong
Pankhabari
Jalpaiguri
Rajshahi
Murshidabad
Berhampore
Maldah
English Bazar
Nayadumka
Deoghar
Sonepur
Motihari
Bettiah
Saharsa
Purnea
Bhagalpur
Ganges
Hooghly R.
Matla R.
Hasnabad R.
Sundri Channel
Kaladan
Naf R.
Mayu R.
Brahmaputra R.
Tista R.
Karatoya R.
Ganges
Jamuna
Sonar R.
Kosi R.
Gandak R.
Bagmati R.
Ganges R.
Sone R.
Kiul R.
Ajay R.
Damodar R.
Subarnarekha R.
Mahanadi R.
Brahmani R.
Baitarani R.
Kangsabati R.
Rupnarayan R.
Hooghly R.
Chandbali
Balasore
Angul
Dhenkanal
Pipli
Puri
Khurda
Cuttack
Pipli
Ganjam
Chilka Lake
Pulicat Lake
Chilka Lake
Sunderbans
Chittagong
Akyab
Tura
Rangpur
Dinajpur
Bogra
Pabna
Dacca
Mymensingh
Tipperah
Agartalla
Comilla
Noakhali
Barisal
Backergunge
Khulna
Jessore
Nadia
Krishnagar
Burdwan
Bankura
Midnapore
Hooghly
Purulia
Ranchi
Hazaribagh
Palamau
Daltonganj
Lohardaga
Gaya
Patna
Bhagalpur
Rajmahal
Darbhanga
Muzaffarpur
Chapra
Azamgarh
Ghazipur
Ballia
Mirzapur
Chunar
Fyzabad
Motihari
Bettiah
Saharsa
Purnea
Darjeeling
Kuch Behar
Tumlong
Pankhabari
Jalpaiguri
Rajshahi
Murshidabad
Berhampore
Maldah
English Bazar
Nayadumka
Deoghar
Sonepur
Sambalpur
Bilaspur
Raipur
Balasore
Cuttack
Ganjam
Bhandesar
Akyab
Tura
Chittagong
Sunderbans

VII.—FEMALE EDUCATION.

FEMALE EDUCATION.

218. The progress of female education has already been noticed in connection with University education, and with the Medical College and the several medical schools of the Province. It was shown that there were three institutions in Calcutta for the education of young ladies to University standards in Arts; the Bethune College, with 13 Brahmo or Native Christian students, and La Martinière for Girls and Loretto House, each containing three European students; or 19 in all. From each of these three institutions one young lady passed the First Arts Examination, and one took the degree of B.A. from the Bethune College, passing with honours in the literature course.

The present section has to deal with the secondary and primary education of Native girls only, the education of European girls being noticed in a separate section.

219. The following statement compares the statistics of primary and secondary schools for Native girls for the last two years:—

Girls' Schools.	1892-93.		1893-94.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government ...	2	240	2	252
Ditto by District or Municipal Boards	6	256	3	171
Aided by Government or by District or Municipal Boards	2,440	49,707	2,613	53,986
Unaided	373	6,376	381	6,625
Total ...	2,821	56,579	2,999	61,034
Girls in boys' schools	...	34,200	...	33,686
GRAND TOTAL ...	2,821	90,779	2,999	94,720

The total for 1891-92 was 2,706 schools with 54,199 pupils, besides 32,749 girls in boys' schools.

The number of girls' schools has again advanced from 2,821 to 2,999, and their pupils from 56,579 to 61,034. The number of girls in boys' schools has, however, declined from 34,200 to 33,686. The net gain in schools is therefore 178, and of pupils 3,941. The two Government schools are the Bethune Collegiate school in Calcutta and the Eden Female school at Dacca.

220. The following table shows the comparative figures for girls' schools in each Division for the past two years:—

DIVISION.	HIGH ENGLISH.				MIDDLE ENGLISH.				MIDDLE VERNACULAR.				UPPER PRIMARY.				LOWER PRIMARY.				TOTAL.			
	Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.	
	1893	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Burdwan ...	..	...	...	...	1	1	15	8	2	2	77	67	75	82	2,580	2,785	289	321	4,835	5,318	367	406	7,507	8,174
Presidency ...	...	...	...	...	...	...	...	...	...	1	...	12	13	22	504	761	348	373	8,520	9,201	361	396	9,024	10,089
Calcutta ...	4	4	332	357	...	...	...	...	5	8	436	686	11	16	930	1,604	139	135	4,942	4,328	159	163	6,040	6,975
Rajshahi	...	...		...	...	...	...	...	3	3	116	109	5	7	210	263	105	120	1,669	1,915	114	130	1,995	2,287
Dacca	1	1	115	114	..	...	...	...	2	3	84	147	27	28	792	1,041	632	660	9,911	10,217	662	692	10,902	11,519
Chittagong .	..	...	...	..	...	...	...	..	1	1	32	30	10	15	279	344	521	455	6,983	6,764	532	471	7,294	7,188
Patna ..	...	...	..	.	...	...	...	...	...	...	..	...	2	2	87	69	251	258	4,274	4,414	253	260	4,361	4,483
Bhagalpur ..	...	..	...	...	...	...	...	...	1	2	22	62	6	5	505	144	117	227	1,933	3,784	124	234	2,460	3,990
Orissa		...	...	...	...	...	...	...	6	6	383	414	12	9	571	461	107	87	2,039	1,676	125	102	2,993	2,551
Orissa Tributary Mahals.	...	...	...	...	...	...	..	.	..	...	...		2	2	62	58	6	7	12	137	8	9	191	195
Chota Nagpur ...	...	...	...	...	...	...	...	...	...	...	...	...	13	13	641	615	103	123	2,571	3,018	116	136	3,212	3,633
Total ...	5	5	447	471	1	1	15	8	20	26	1,150	1,042	177	201	7,161	8,243	2,618	2,766	47,806	50,770	2,821	2,999	56,579	61,034

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There has been a gain of schools and pupils in all the Divisions except Chittagong and Orissa. The Assistant Inspector of the Chittagong Division reports that the floods and scarcity in Tippera, and the cyclone and cholera in Noakhali, are regarded as the chief causes of the decline. In two years these two districts have lost 119 and 40 girls' schools respectively. The loss in Orissa is chiefly confined to the Jajpur and Kendrapara subdivisions of the Cuttack district, and is attributed by the Deputy Inspector to the reduction of expenditure in these schools by the respective Local Boards. An examination of the district returns shows the extreme backwardness of some districts in respect of female education. Passing over Darjeeling and the Chittagong Hill Tracts, which have three and six girls' schools respectively, as not quite within the pale of Aryan civilisation, I find that Purnea and Champaran have only two schools each, the Sonthal Parganas with its large Bengali element only seven, and the large and populous district of Muzaffarpur only nine girls' schools. The newly-formed district of Palamau has five schools, but its future is not likely to be barren of results if funds can be provided for the extension of primary education. How Saran can report the existence of 96 girls' schools aided by the District Board, while Champaran and Muzaffarpur have so few, it is difficult to make out. The attention of the Inspector will be called to this remarkable difference, which is not borne out by their comparative progress in the primary education of boys.

221. The following table gives the attendance and expenditure in schools for Native girls:—

Class of Schools.	Number of schools.	Number on the rolls on the 31st March	Average monthly roll-number.	Average daily attendance.	Expenditure— From public funds. Provincial revenues	District funds	Municipal funds	From private funds. Fees	Other sources	Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs	Rs.	Rs	Rs	Rs	Rs
Managed by Government	2	252	229	188	22,178		120	6,193	563	29 054
Ditto by District or Municipal Boards	3	171	166	98	215	..	1,088	27	.	1,330
Aided by Government or by District or Municipal Boards	2,613	53 986	49,585	36,808	74,313	31,628	10,244	23,607	1,92,900	3,32,752
Unaided	381	6 625	6,067	4,654	..	...	...	6 476	16,877	23,353
Total for 1893-94 .	2,990	61,034	56,047	41,748	96,706	31 628	11,452	36 363	2,10 340	3,86,489
						1,39,786		2,46,703		
Total for 1892-93 ...	2,821	56,579	..	..	95,960	29,226	10,522	30,731	1,85,296	3,51,735
					1 35,708			2,16,027		
Total for 1891 92 .	2,706	54,199			1,31,093			2,23 976		3,55,069
Total for 1890 91	2,238	46,443			1,26 520			2 24,567		3 51 087
Total for 1889-90	2,153	45,690			1,20,171			2,06,788		3,26,959

There has been an increase in the total expenditure, due to the opening of new schools The expenditure from public funds has increased from Rs. 1,35,708 to Rs. 1,39,786, or by Rs. 4,078, while that from private sources has risen from Rs. 2,16,027 to Rs. 2,46,703, or by Rs. 30,676. The contributions from Municipalities show a slight increase.

222. *High English Schools for Native girls.*—Five schools are returned under this head as in the previous year, four of them being in Calcutta, and one in the town of Dacca. Of these the Bethune School in Calcutta and the Eden Female school at Dacca are Government institutions.

223. The number of pupils on the rolls of the Bethune School was 138 against 125, of whom 70 were Hindus, 55 Brahmos, and 13 Native Christians. The increase in the number of the Hindu pupils (from 62 in the preceding year) is satisfactory, as it was for them mainly that the school was originally started. The institution has declined to adopt the special Bengali standards for girls' schools in Calcutta, and none of its pupils have attended these examinations in the last two years. The total expenditure on the institution was Rs. 22,291, against Rs. 20,002 in the year before, the cost to Government having been Rs. 15,959, or Rs. 753 in excess of the figures quoted in the last report. The income from local sources was Rs. 6,332, which includes Rs. 2,845, the amount of boarding

fees collected from resident pupils. The apparently high cost of the institution is therefore explained by the inclusion, first, of the cost of the boarding establishment, and, secondly, of the salary of the Lady Superintendent, who, although part of her work is done in the College classes, is treated, for convenience of accounts, as a member of the school staff. The school sent up to the last Entrance Examination seven candidates, of whom six were successful, four having passed in the second and two in the third division. The College Department had 13 pupils, of whom three were in the first year, four in the second, three in the third, and three in the fourth year class. The institution is under the management of a Committee, with the Hon'ble the Chief Justice as President.

225. The Eden Female School had 114 pupils on the rolls, against 115 in the previous year and 114 in the year before. The total cost was Rs. 6,763, the contribution from Provincial revenues being Rs. 6,219, against Rs. 6,120 in the preceding year. The contribution from Municipal funds stood at Rs. 120 as before; fees and local subscriptions amounted to Rs. 424 against Rs. 380. Two girls appeared at the last Entrance Examination, but were unsuccessful. No girl appeared at the middle examination; four appeared at the upper primary examination, but all of them failed as in the previous year. I visited the school on two occasions recently and left some suggestions for the consideration of the Committee; these have resulted in a re-classification of the pupils, and a re-organisation of the course of study, which it is hoped will lead to better results at the public examinations.

226. The other high schools for girls were Christ Church (aided), Free Church Normal (aided), and the Brahma Balika Sikshalaya (unaided)—all situated in Calcutta.

Christ Church School (aided).—Roll-number 101, against 81 in the previous year. Two of the girls were Hindus, four Brahmos, and the rest Christians. The school prepares girls for the Entrance as well as the special Bengali standards. A few select pupils, called pupil-teachers, are also receiving a special course of training as school mistresses. Four girls were successful in Standard IV, six in Standard V, five in Standard VI, eight in Standard VII, and one in the Entrance Examination out of three sent up. The total expenditure during the year was Rs. 6,227, of which Government paid Rs. 1,920 as in former years.

Free Church Normal (aided).—Roll-number 39 against 37. The pupils were all Christians. The total expenditure was Rs. 4,163, of which Rs. 2,000 was paid from Provincial revenues, Rs. 771 from fees, and the balance from subscriptions. The school prepares girls for the Entrance Examination, and also imparts instruction in the art of teaching, so as to make the pupils useful as teachers after they leave school. During the year under report three girls attended the last Entrance Examination; but none of them passed.

Brahma Balika Sikshalaya (unaided) had 79 pupils, all Brahmos, against 89 in the previous year; of whom 15 were boys and 64 girls. This school has not adopted the special Bengali standards; but it sent up four girls to the last Entrance Examination, of whom two passed—a highly creditable result. The total expenditure during the year was Rs. 6,693, of which Rs. 4,807 has been shown as fees. This sum probably includes boarding fees, which it is not possible to separate.

The Victoria College, which also used to teach up to the Entrance standard, but which never furnished returns to the Department, is said to have suspended operations for want of funds. The American Mission high school, which was attended by 27 pupils at the close of the year and passed six pupils in Standard IV, did not submit its returns in time for incorporation in this report

227. *Middle English School for Girls.*—The only school returned in this class is the one at Chinsura, supported mainly from an old Dutch endowment, the income from which amounts to Rs. 50 sicca a month. It had 8 pupils on the rolls against 15 in the previous year, one of them being a boy. It teaches a little elementary English reading and Bengali writing and arithmetic; and has no claim to be called a middle English school.

228. *Middle Vernacular Schools for Girls.*—There were 26, against 20 in the preceding year. They are thus distributed:—Burdwan Division 2, Presidency 1, Calcutta 8, Rajshahi 3, Dacca 3, Chittagong 1, Bhagalpur 2, and Orissa 6.

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229. *Upper Primary Schools for Girls.*—There were 201 against 177 in the preceding year. The Burdwan Division reports 82, Presidency 22, Calcutta 16, Rajshahi 7, Dacca 28, Chittagong 15, Patna 2, Bhagalpur 5, Orissa 9, Orissa Tributary Mahals 2, and Chota Nagpur 13.

230. *Lower Primary Schools for Girls.*—There were 2,766 against 2,618 in the preceding year. Every Division has shared in the increase except Chittagong and Orissa. The loss in these tracts has already been explained.

231. Calcutta, with its numerous advantages, affords the best field for the promotion of female education. The Inspector of Schools, Presidency Circle, thus notices the changes that took place during the year in the system of examination, and in the administration of female school grants in the metropolis:—

The salient points in the history of female education in Calcutta during the year under report are—(1) the transfer of all grant-in-aid schools to the exclusive jurisdiction of Mrs. Wheeler, Inspectress of Schools, subject of course to a general control by the Circle Inspector, (2) the issue of the Government orders of September last for the introduction of a system of payment by results, tempered by considerations of attendance, the training aimed at and the number of boarders, for all aided girls' schools and zanana agencies in and about the town, and (3) the revision of the standards of examination; involving, over and above a few minor changes in the text-books, (*a*) the recognition of an eighth standard in addition to the seven standards so long in force, and (*b*) a public examination of the girls in this and in Standard V, as well as in Standards IV, VI and VII heretofore conducted. Points (2) and (3) were in fact the practical carrying out of the recommendations of a Conference of managers and lady superintendents of girls' schools held in April 1893, under the presidency of the Director of Public Instruction. The sum of Rs. 780, formerly allotted for scholarships, was also redistributed into a number of prizes of lesser value, in consequence of the recognition of Standards V and VIII, for which some new prizes had to be created.

The changes in the grants-in-aid and in the examination, however, did not come into force during the year under report. It was ordered that, in order to give full time to the schools with the new rules before them, the system should have effect after the examination of the current year. But an examination in Standard V was held, to serve, along with the results of the other standards, as a basis of calculation upon which to proceed, when the regular redistribution should be made after the examination in 1894.

How far these changes in the system both of supervision and of aid will help in the advancement of female education in the town, it is premature to surmise. There is no doubt, however, that in the majority of cases the schools will earn much less than they now get from the Government, though they will have the best incentive to good work, in the shape of increased grants on better results. As a typical case we might take the American Mission agency, which is one of the most zealous in its operations. In accordance with the new rules, the maximum grant allowable to this agency is Rs. 5,300, in the place of Rs. 10,224, the present grant-in-aid, although one school under this agency (the Foundling Asylum) will have its grant increased from Rs. 1,200 to Rs. 1,212.

Mrs. Wheeler's examination of schools will henceforth be confined to the three lowest standards, upon which no rewards are payable under the new rules except for mere attendance. She is also to certify, in respect of zanana pupils not subjecting themselves to any public examination, whether they have reached a standard higher than IV, so as to earn rewards for the agencies by which they are taught. From a report recently received from the Inspectress, however, it would seem that the zanana pupils, with hardly any exceptions, belong to stages too elementary to be entitled to such certificates. The examinations in the higher standards will be held publicly by a Board.

Mrs. Wheeler, the Inspectress, expresses the hope that the new system of regulating the grants-in-aid will have a very beneficial effect.

232. The following statement shows the monthly expenditure on female education in Calcutta on 31st March 1894:—

	Pupils.	Monthly grants. Rs.	A.	P.
34 Grant-in-aid schools	2,915	1,202	10	8
39 Primary grant schools	1,608	188	0	0
3 Orphanages	193	215	0	0
2 Training schools	53	160	0	0(*a*)
5 Zanana agencies, including many schools	357	1,222	0	0
16 American Mission Schools	1,342	.....		(*b*)
Total ...	6,468	2,987	10	8

(*a*) One school assisted from the zanana grant.
(*b*) Assisted from the zanana grant.

233. The following table gives the results of the examinations *in situ* of the schools and zananas in and near Calcutta conducted by Mrs. Wheeler, the Inspectress of Schools:—

Name of Agency.	No. of schools.	No. of pupils.	Number passed in— Standard I (a).	Standard I (b).	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Total passed.	Number rejected in— Standard I (a).	I (b).	II.	III.	IV.	V.	VI.	VII.	Total rejected.	Infants.	Otherwise accounted for.	Absent.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
In Calcutta.																								
Schools.																								
American Mission	13	1,208	218	124	119	62	...	...	...	..	523	6	6	22	28	...	...	...	..	62	467	90	46	
Church of Scotland	7	679	135	96	64	42	...	...	...	...	337	10	9	.	..	...	...	...	...	19	243	35	45	
Free Church	4	344	70	45	35	24	...	...	...	...	174	...	...	...	...	...	...	...	...	...	77	45	48	
London Mission ...	1	100	9	7	19	...	...	...	...	..	35	...	...	..	...	...	...	...	...	...	44	7	14	
Diocesan Mission ...	1	78	10	4	9	23	...	...	...	...	46	...	...	...	...	...	...	...	...	...	...	24	8	
Church of England ...	17	1,220	179	114	116	56	1	4	...	...	470	18	59	27	6	4	...	...	..	114	497	48	91	
Miscellaneous ..	9	543	56	17	11	9	...	..	...	...	93	1	14	13	15	...	..	...	...	43	200	123	34	
Total Schools	52	4,172	677	407	373	216	1	4	...	...	1,678	35	88	62	49	4	...		...	238	1,608	372	276	
Zananas.																								
Church of Scotland ...	...	44	..	3	11	3	...	...	...	...	17	...	1	2	4	...	...	...	...	7	...	20	...	
Church of England	...	31	1	6	4	1	...	...	...	...	12	...	3	...	...	...	...	...	...	3	...	16	...	
Free Church ...	...	7	...	1	...	...	...	1	...	..	2	...	...	...	...	1	1	...	...	2	...	3	...	
Total Zananas ...	...	82	1	10	15	4	...	1	...	...	31	...	4	2	4	1	1	...	...	12	...	39	...	
Out of Calcutta.																								
Schools.																								
American Mission ..	3	142	14	13	17	3	...	...	...	...	47	6	3	3	...	..	...	...	.	12	74	4	5	
Church of Scotland ...	2	117	17	14	9	9	...	..	...	...	49	2	2	2	..	...	...	...	...	6	56	1	5	
Free Church	1	63	9	6	...	...	8	...	...	...	23	5	...	...	...	...	...	...	...	5	27	...	8	
Diocesan Mission ...	33	1,300	157	34	38	20	...	...			249	34	41	30	14	7	...	1		127	841	30	53	
Church of England ..	25	822	144	100	71	47	3	2	...	...	367	...	3	..	3	8	2	...	...	16	401	9	29	
Miscellaneous	4	159	20	29	10	6	...	...	...	..	65	11	7	...	...	...	1	.	...	19	50	4	21	
Total Schools ..	68	2,603	361	196	145	85	11	2	..	...	800	58	56	35	17	15	3	1		185	1,449	48	121	
Zananas.																								
Church of England	...	2	...	...	...	...	...	...	..	...	...	..	...	1	1	...	...	...	...	2	...	...	...	
Grand Total ...	120	6,859	1,039	613	533	305	12	7	...	...	2,509	93	148	100	71	20	4	1	..	437	3,057	459	397	

The number of passes (column 12) is only a small proportion of the number of pupils, namely, 2,509 out of 6,859, or 37 per cent.; but when infants and those whose absence is otherwise accounted for are reckoned, a different result is shown. In fact the important figures are that out of 2,946 pupils examined, 2,509 passed, or 85 per cent.

FEMALE EDUCATION.

234. The following table shows the results of the examinations in the special standards for girls' schools, originally prescribed for Calcutta and the neighbourhood, and now extended to Murshidabad.

	Number of examinees.*		Number of successful students.	
	1892-93.	1893-94.	1892-93.	1893-94.
Standard VII ...	24	54	18	20
„ V and VI ...	56	180	49	65
„ IV ...	196	312	169	180
Total ...	276	546	236	265

From Calcutta, 24-Parganas, and Murshidabad.

In explanation of the smaller percentage of successful candidates, Mrs. Wheeler reports that the examination held in Calcutta was somewhat stricter and the test a little higher than in the previous year It is also probable that as the examinations get more widely appreciated, there is a greater risk of ill-prepared candidates presenting themselves.

235. The following statement shows the success of girls at the departmental examination, for boys, needlework in one form or another being made an optional subject in place of zamindari accounts, mensuration, geometry, and science:—

Division.	1892-93				1893-94.			
	Number of Girls passed at the—				Number of Girls passed at the—			
	Middle scholarship examination from middle English schools.	Middle scholarship examination from middle vernacular schools.	Upper primary examination	Lower primary examination.	Middle scholarship examination from middle English schools.	Middle scholarship examination from middle vernacular schools.	Upper primary examination.	Lower primary examination.
1	2	3	4	5	6	7	8	9
1. Burdwan ...	...	...	3	26	...	3	...	32
2. Presidency ...	...	1	4	50	...	...	4	42
3. Calcutta ...	...	...	...	...	...	...	...	...
4. Rajshahi ...	...	...	3	24	...	...	3	23
5. Dacca ...	...	...	12	232	1	2	15	261
6. Chittagong ...	...	...	2	42	...	...	7	49
7. Patna ...	...	...	...	5	...	...	...	8
8. Bhagalpur ...	...	...	4	40	...	...	4	60
9. Orissa ...	...	10	16	86	1	4	16	68
10. Orissa Tributary Mahals.	...	...	2	2	...	...	5	1
11. Chota Nagpur ...	...	1	8	71	...	..	8	53
Total ...	...	12	54	578	2	9	62*	597*

* Includes girls passing from boys' schools.

The results are much the same as those of the previous year. Besides 50 junior, 18 senior, and 3 final scholarships, of the monthly value of one, two, and three rupees each, and tenable for one year, offered in the Burdwan Division by the Uttarpara Hitakari Sabha, the following scholarships were gained by girls in other parts of Bengal. In Calcutta, 5 middle vernacular, 9 upper primary, and 18 lower primary; all these being awarded on the standard

examinations for girls' schools. In the Presidency Division, 9 lower primary scholarships, of which two were reserved for girls in the district of Nadia. In the Rajshahi Division, two upper and eight lower primary scholarships; and in addition, one upper and one lower primary scholarship were awarded by District Boards to girls passing by standards VI and IV, respectively, of the Calcutta standards. In the Dacca Division, one girl from a school in Mymensingh passed in the first division and obtained an upper primary scholarship. In the Chittagong Division, one upper and seven lower primary scholarships were gained. No success of this kind is reported from the Patna Division; but in the Bhagalpur Division, one upper and four lower primary scholarships were gained in open competition, in addition to 13 lower primary scholarships of Re. 1 and Rs. 2 each for one year, annually awarded to girls in the Sonthal Parganas. In Orissa, two middle vernacular, two upper primary, and one lower primary scholarship were awarded to girls; and in Chota Nagpur, two upper primary and six lower primary.

In all these cases the influence of the scholarships in encouraging female education extends far beyond the girls who actually win them.

236. In addition to the departmental agencies for testing the progress of female education, there are a few private associations for carrying on the work. The oldest and one of the most popular and successful among them is the Uttarpara Hitakari Sabha. The following statement shows the results of the examinations conducted by this body:—

District.	Number of Examinees.				Number passed.				Scholarships obtained.			
	Junior.	Senior.	Final.	Total.	Junior.	Senior.	Final.	Total.	Junior.	Senior.	Final.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan ...	22	5	...	27	20	5	...	25	7	3	...	10
Birbhum ...	10	7	1	18	9	7	1	17	5	2	1	8
Bankura ...	32	11	3	46	27	7	2	36	8	2	1	11
Midnapore ..	55	8	1	64	35	6	1	42	9	3	...	12
Hooghly ...	28	8	...	36	25	5	...	30	11	4	...	15
Howrah ...	30	12	1	43	23	9	1	33	10	4	1	15
Total ...	177	51	6	234	139	39	5	183	50	18	3	71
Total for 1892-93	184	44	10	238	120	24	5	149	61	13	1	75

There is a satisfactory increase in the number of successful candidates.

237. Some inconvenience arises from the multiplicity of the standards now in force for girls' schools in different parts of the country. There is first the primary scholarship examination, at which girls compete with boys, either with no change in the standard or with the substitution of needlework for some of the subjects. At this examination girls may, and do, carry off scholarships in a fair and open competition. Then there are the new Calcutta standards, which afford a much better course for the instruction of girls. In Calcutta, special scholarships or prizes are provided for those who pass highest; but in the mufassal no such encouragement is offered, and therefore school managers, notwithstanding the admitted superiority of the standards, are reluctant to introduce them. District Boards, on the other hand, are unwilling to reserve any of their small provision of primary scholarships for girls taking up the new standards; justly considering that the number of these scholarships for boys, which has not been increased for twenty years, needs an addition rather than a diminution. Lastly, in Western Bengal, there are the separate standards adopted by the Uttarpara Hitakari Sabha. That Society has, however, lately proposed a Conference with the view of ascertaining how far the new Calcutta standards may be introduced into the schools under their supervision. I hope that it may result in the adoption of the Calcutta standards without change, or with such changes as may be accepted by both parties. The only thing then wanting will be the provision of girls' scholarships in all other parts of Bengal, to be awarded on the new standards. When this provision can be made, female education will take a fresh start.

VIII.—EDUCATION OF EUROPEANS.

EDUCATION OF EUROPEANS.

238. The following figures give the number of Government, aided and unaided European schools in Bengal, and the number of scholars in them, on the 31st of March 1893 and the 31st of March 1894 :—

Class of School.		31st March 1893.				31st March 1894.			
		Number of schools.	Number of Scholars.			Number of schools.	Number of Scholars.		
			Boys.	Girls.	Total.		Boys.	Girls.	Total.
1		2	3	4	5	6	7	8	9
Secondary Schools.	Government	1	86	...	86	1	103	...	103
	Aided	30	2,538	2,672	5,210	40	2,508	2,757	5,265
	Unaided	13	1,191	363	1,554	16	1,300	407	1,707
	Total .	53	3,815	3,035	6,850	57	3,911	3,164	7,075
Primary Schools.	Aided	14	303	291	594	14	350	343	693
	Unaided	..	...	..	...	1	3	6	9
	Total .	14	303	291	594	15	353	349	702
Total for ...	Government schools ...	1	86	.	86	1	103	...	103
	Aided schools	53	2,841	2,963	5,804	54	2,858	3,190	5,958
	Unaided schools	13	1,191	363	1,554	17	1,303	413	1,716
Grand Total for all schools ...		67	4,118	3,326	7,444	72	4,264	3,513	7,777

There is an increase of five in the total number of schools given in the above table, accounted for thus:—One aided school was closed, one old-established unaided school submitted returns last year for the first time, and five new schools were opened during the year. Two of the latter were placed under the Code before the 31st of March, and the other three have applied for similar recognition and aid.

The total number of scholars in all classes of European schools has increased during the year from 7,444 to 7,777, each class of school contributing to this result. The present number of scholars in aided schools alone (5,958) exceeds the number in all classes of schools ten years ago (5,955).

239. The next table gives a classification of the schools according to management:—

Controlling Agency.	31st March 1893.			31st March 1894.		
	Schools.	Scholars.	Percentage of the total number of scholars.	Schools.	Scholars.	Percentage of the total number of scholars.
1	2	3	4	5	6	7
Government	1	86	1·16	1	103	1·32
Church of England	14	1,750	23·51	17	1,908	24·53
Roman Catholic	27	3,968	53·30	27	4,083	52·50
Various Dissenting bodies ...	4	434	5·83	5	451	5·80
Jews	2	196	2·63	2	194	2·50
Armenians	1	54	·73	1	64	·82
Undenominational	3	309	4·15	3	275	3·54
Railway Companies	8	257	3·45	9	300	3·86
Private individuals	7	390	5·24	7	399	5·13
Total ...	67	7,444	100·	72	7,777	100·

Of the 27 Roman Catholic schools, 7 are managed and taught by the Loretto Nuns, 5 by the Christian Brothers, 5 by the Sisters of the Cross, and 4 more by other orders of nuns.

The three undenominational schools are the Doveton College, the Doveton Institution, and the European school at Dinapore.

The seven schools entered as being under the management of "Private individuals" are private property; the owner being in every case the sole manager, and nearly always the principal teacher in the school. Three of these schools are aided.

240. The subjoined statement shows the cost to Government of, and the total expenditure upon, European education in Bengal for the last two years:—

	1892-93.		1893-94.	
	Government expenditure.	Total expenditure.	Government expenditure	Total expenditure.
1	2	3	4	5
	Rs	Rs	Rs	Rs.
Secondary instruction	1,12,766	8,47,448(a)	1,18,505(b)	9,15,665(a)
Primary ,,	7,835	27,737	7,846	28 850
Buildings and furniture	19,016(c)	1,88,396(a)	31,353	1,45,245(a)
Scholarships ...	4,581	4,581	5,139	5,139
Cadets ...	.. (d)	.. (d)	4,884	4,884
Superintendence ...	16,518	16,518	15,179	15,179
Total ...	1,60,766	10,84,680(a)	1,82,906	11,14,962(a)

(a) These figures are defective, owing to several of the unaided schools not having submitted returns of expenditure

(b) A grant of Rs. 2 400 (Rs 200 a month) to the European Orphan Asylum is not included, as it is not paid through this office

(c) A Government loan of Rs 10,000 to the Loretto Convent School at Darjeeling (a school not under the Code) is not included in this amount, as it was not advanced through the Department.

(d) A grant was given for efficient cadets for the first time during the year under report.

The Provincial expenditure upon the Government boarding school at Kurseong amounted to Rs. 14,910, averaging Rs. 164 a scholar for the year. The corresponding figures for 1892-93 are Rs. 13,388 and Rs. 152. The increase is solely due to the greater number of scholars paying fees on the reduced scale for sons of Government servants, as the total expenditure for each scholar was only Rs. 330, against Rs. 331 in 1892-93.

The expenditure on monthly grants and on fixed annual grants under Article 33 of the Code amounted to Rs. 1,09,456; that on pupil-teachers to Rs. 1,985.

There was an excess of Rs. 139 over the estimate in the expenditure on scholarships, which amounted to Rs. 5,139. Twenty primary and twelve middle scholarships—the full number of both kinds sanctioned by Government—were awarded during the year, against 20 primary and 9 middle scholarships in 1892-93.

The expenditure on cadet grants was met partly by a special allotment for the purpose of Rs. 2,500, and the remainder from savings.

The cost of inspection would have shown an increase due to increments of salary, had not the services of the Assistant Inspector been dispensed with from the 1st of September last.

241. The average Government expenditure for each scholar is given in the following table for the various classes of schools, building and furniture grants not being included:—

Class of Schools.	Average Government Expenditure per Scholar in 1893-94.	
	Including boarding and orphanage grants, as well as those for tuition.	Tuitional grants only.
1	2	3
	Rs. A. P.	Rs A. P.
Secondary	19 6 6	17 13 6
Primary	12 2 6	12 2 6
All classes	18 9 9	17 3 6

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242. The distribution of the scholars throughout the various Divisions of the Province is as follows :—

Division.	Number of Scholars in European Schools— On the 31st March 1893— In primary schools.	In secondary schools.	Total.	On the 31st March 1894— In primary schools.	In secondary schools.	Total.
1	2	3	4	5	6	7
Calcutta ...	367	4,257	4,624	361	4,656	5,017
Presidency ...	81	735	816	63	593	656
Burdwan .	104	328	432	104	375	479
Rajshahi ...	50	670	720	46	708	754
Dacca ...	...	52	52	...	51	51
Chittagong ...	..	102	102	...	163	163
Patna ...	87	342	429	97	306	403
Bhagalpur ..	23	86	109	23	98	120
Orissa ...	...	100	100	...	113	113
Chota Nagpur ..	...	...	...	9	12	21
Total ...	712	6,732	7,444	702	7,075	7,777

243. *High Schools.*—Statistics showing the number of scholars, income, and expenditure are given in the following table; all schools being included from which candidates were presented at either the Entrance or the High School Examination :—

No.	Name of School.	Religious denomination.	Number of Pupils on 31st March— 1893. Boys	1893. Girls.	1894. Boys.	1894. Girls.	Monthly Government grant, 1893-94.	Actual Receipts from Government. 1892-93.	1893-94.	Total Expenditure. 1892-93	1893-94.
1	2	3	4	5	6	7	8	9	10	11	12
	Aided Schools.						Rs.	Rs.	Rs.	Rs.	Rs.
1	Calcutta Boys'	Protestant ...	162	...	144	...	157	2,065	(a) 9,564	20,384	27,717
2	Calcutta Girls'	Ditto ...	7	170	25	177	223	2,951	2,721	25 332	24,007
3	Darjeeling Girls' High ...	Ditto ...	11	65	10	72	400	6,000	4,800	38 470	47,970
4	Doveton Institution ...	Ditto ...	6	95	7	89	226	2,316	2,712	15,323	18,982
5	Loretto Day, Dhurrumtolla	Roman Catholic	52	229	57	229	313	3,517	3,756	11,780	11,559
6	Loretto House	Ditto ...	19	150	11	177	355	4,215	(b) 4,750	54,777	52,376
7	Loretto High, Intally ...	Ditto ...	15	92	15	99	157	1,977	1,870	15,481	16,377
8	Miss O Brien's Day	Protestant ...	45	84	47	67	168	1,830	2,016	8,074	7,756
9	Pratt Memorial	Ditto .	1	95	...	111	217	(c) 6,317	(d) 13,099	19,806	24,298
10	St. James's High	Ditto ...	99	...	108	...	233	(e) 3,261	(f) 3,012	19,472	21,454
11	St. Joseph's, Bow Bazar ...	Roman Catholic	251	...	278	.	340	3,924	(g) 4,842	9,048	9,438
12	St. Michael's, Coorji ...	Ditto ...	208	...	195	...	586	(h) 9,053	(i) 7,845	36,624	40,829
13	St Paul's, Darjeeling ...	Protestant ...	173	...	162	..	(j)	3,772	(k) 15,340	69,085	1,17,283
14	Welland Memorial	Ditto ...	81	71	91	75	226	2,635	2,712	6,451	8,836
	Total ...	.....	1,130	1,051	1,170	1,096	...	53,833	79,030	3,50,197	4,28,955
	Unaided Schools.										
1	Armenian College	Greek Church...	54	...	64	...	...	...	(l) 168	14,784	19,031
2	Doveton "	Protestant ...	183	...	150	...	...	...	(l) 354	48,510	51,009
3	La Martinière College for Boys.	Ditto ...	181	...	169	...	...	...	(l) 456	69,066	97,671
4	La Martinière College for Girls.	Ditto ...	...	92	...	75	...	...	...	38,000	
5	Loretto Convent, Darjeeling	Roman Catholic	36	94	29	90	...	(m) 10,000	...	1,13,650	49,818
6	St. Joseph's College, Darjeeling.	Ditto ...	136	...	143	...	...	...	(l) 492	33,504	35,066
7	St. Xavier's College	Ditto ...	407	...	460	...	...	...	(l) 648	42,740	89,000
	Total ...	.....	997	186	1,021	171	...	10,000	2,118	3,50,254	2,92,255

(a) Includes a building grant of Rs. 7,500 and a cadet grant of Rs. 180.
(b) Includes a furniture grant of Rs. 490.
(c) Includes a building grant of Rs 3,711.
(d) Includes a building grant of Rs. 11,289 and a furniture grant of Rs. 105-12.
(e) Includes a furniture grant of Rs. 465.
(f) Includes a cadet grant of Rs. 216.
(g) Includes a cadet grant of Rs. 702.
(h) Includes a building grant of Rs. 2,870.
(i) Includes a furniture grant of Rs. 203 and a cadet grant of Rs. 450.
(j) This school was on the special list, and received the annual fixed grant of Rs. 3,772.
(k) Includes a building grant of Rs. 10,840, a furniture grant of Rs. 392, and a cadet grant of Rs. 336.
(l) A cadet grant.
(m) A Government loan not advanced through this Department.

Calcutta Boys' School.—The new school was occupied in March for teaching purposes, but the boarding arrangements are not yet complete.

Darjeeling Girls' High School.—The high school class was particularly successful at the last examination.

Miss O'Brien's Day School.—This is a very well-conducted school, but more commodious premises are required. The rooms are dark, very imperfectly ventilated, and greatly overcrowded.

St. Paul's School, Darjeeling.—A new building containing a dining room for 200 boys, dormitory space for 80 or 90, and quarters for four assistant masters, has been completed, and was opened after the close of the year. The school has been remarkably successful during the year both in the scholastic and in the athletic field.

244. *High School Examination.*—The following are the results for the last two years:—

Schools from which the Candidates were presented.	1892.				1893.			
	Number of candidates.	Number of successful candidates.			Number of candidates.	Number of successful candidates.		
		First division.	Second division.	Total.		First division.	Second division.	Total.
1	2	3	4	5	6	7	8	9
Calcutta Girls'	...	...	...	.	4	...	2	2
Doveton Institution	1	1	...	1	...	...	..	...
Girls' High, Darjeeling	3	1	...	1	6	4	1	5
La Martinière College for Girls	3	1	1	2	4	1	2	3
Loretto Day, Dhurrumtolla	...	...	...	...	1	1	...	1
Loretto High, Intally	2	...	1	1	4	...	1	1
Loretto Priory, Hazaribagh	2	...	...	...	...	...	...	...
Miss O'Brien's Day	...	...	...	...	3	1	1	2
St. Helen's, Kurseong	1	1	...	1	...	...	...	...
St. Joseph's Convent, Bankipore	...	...	...	...	1	...	...	...
St. Joseph's Convent, Chandernagore	1	...	...	...	1	...	...	...
St. Joseph's College, Darjeeling	...	...	...	...	5	1	...	1
St. Michael's, Coorji	2	...	...	...	4	...	2	2
St. Teresa's, Kidderpore	1	...	1	1	...	...	...	...
Teachers	1	...	...	...	3	...	...	...
Private students	1	...	...	...	2	...	...	...
Total ...	18	4	3	7	38	8	9	17

The examination continues to grow in popularity with girls. The 38 candidates included 10 boys and 28 girls; two boys' schools and eight girls' schools being represented. The 17 successful candidates included 3 boys and 14 girls. Of the candidates who failed, 2 boys and 4 girls passed in four, and 2 boys and 9 girls in three, out of the five compulsory subjects. Only 3 boys and 6 girls failed to score sufficient marks in the aggregate for a pass.

It is improbable that the number of boys competing at this examination will greatly increase until it becomes more widely recognised as a good test of ability by employers of labour. Several of the boys' schools would be glad to substitute the High School for the Entrance Examination; but parents object to their doing so on the ground that the latter is easier to pass, and of much more service when their boys are applying for situations, though the University recognises the two examinations as equivalent. Unfortunately, the educational standard represented by an examination is too rarely taken into consideration by parents and guardians; "the pass" is what they value; and in Mr. Bamford's opinion, if that could be obtained without any study or any educational progress at all, it would be hailed by many as a great boon.

245. *Calcutta University Entrance Examination.*—The results obtained by candidates from the European schools in Bengal (excluding St. Mary's Convent in Chandernagore) at the last two examinations are given below:—

Schools from which the candidates were presented.	1893.						1894.					
	Number of candidates.	Successful candidates.				Scholarships gained.	Number of candidates.	Successful candidates.				Scholarships gained.
		First division.	Second division.	Third division.	Total.			First division.	Second division.	Third division.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13
Aided Schools.												
Calcutta Boys'	7	3	3	...	6	..	12	.	2	1	3	...
Doveton Institution	4	...	2	...	2		3	1	2	...	3	.
Loretto House	2	2	...	...	2	1 (c)	4	3	1	...	4	2 (a), (c)
Miss O'Brien's Day	2	1	...	...	1	1 (b)	2	1	1	...	2	1 (b)
Pratt Memorial	3	3	...	...	3	...	2	...	1	...	1	...
St. James's High	4	1	2	...	3	...	8	...	...	4	4	...
St. Joseph's, Bow Bazar ...	8	5	3	...	8	..	15	7	2	3	12	1 (c)
St. Paul's, Darjeeling	20	7	7	2	16	2(b),(c)	17	5	6	...	11	2 (b),(c)
Welland Memorial	...	...	...	...	...	..	5	...	3	1	4	..
Total ...	50	22	17	2	41	4	66	17	18	9	44	6
Unaided Schools.												
Armenian College	4	...	1	1	2	...	..	...	...	...	...	...
Doveton College	13	3	6	1	10	...	9	2	3	1	6	...
La Martinière for Boys... ...	10	5	4	...	9	...	7	1	3	...	4	...
La Martinière College for Girls	4	4	...	...	4	..	5	...	2	1	3	...
St. Joseph's College, Darjeeling	12	4	3	3	10	...	1	...	...	...	..	
St. Xavier's College ...	48	12	19	7	38	1 (b)	24	6	5	5	16	2(a),(b)
Loretto Convent, Darjeeling ..	...	...	...	...	...	...	1	...	...	...	...	...
Total ...	91	28	33	12	73	1	47	9	13	7	29	2
Grand Total ...	141	50	50	14	114	5	113	26	31	16	73	8

(a) First grade. (b) Second grade. (c) Third rade.

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The following figures show the percentage of successful candidates for the last two years :—

Year.	From all classes of schools.	From European Schools only.								
		Aided.			Unaided.			Aided and unaided together.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11
1893 ...	65·6	84·6	72·7	82·	79·3	94·1	81·7	81·	85·7	81·8
1894 ...	42·1	61·1	91·7	66·7	63·4	50·	61·7	62·1	77·8	64·6

It has been explained in a previous section that a much higher percentage of candidates passed the Entrance Examination in 1893 than in 1894.

246. *Middle Schools.*—Statistics concerning these schools are given in the next table :—

No.	Name of School.	Religious denomination.	Number of Pupils on 31st March— 1893. Boys.	1893. Girls.	1894. Boys.	1894. Girls.	Monthly Government grant, 1893-94.	Actual Receipts from Government. 1892-93.	1893-94.	Total Expenditure. 1892-93.	1893-94.
1	2	3	4	5	6	7	8	9	10	11	12
	Government.						Rs.	Rs.	Rs.	Rs.	Rs.
1	Government Boarding, Kurseong.	Protestant ...	86	...	103	...	.....	13,388	14,910	(a)29,787	(b)30,096
	Aided Schools.										
1	Calcutta Free (Boys' Department).	Protestant ...	250	...	242	...	(c)	(d)19,157	(d)19,903	83,334	73,094
2	Calcutta Free (Girls' Department).	Ditto ...	...	181	...	177					
3	Catholic Male Orphanage ...	Roman Catholic	210	...	224	..	(e)	(f)13,895	(g)5,649	37,203	26,316
4	East Indian Railway, Jamalpur Day.	Protestant ...	26	23	26	32	93	972	1,116	3,661	3,707
5	East Indian Railway, Jamalpur Night.	Ditto ...	37	...	40	...	22	312	264	966	2,004
6	Loretto Day, Bow Bazar ...	Roman Catholic	87	374	80	380	399	(h)4,802	(h)5,871	8,812	9,134
7	Loretto Convent, Asansol ...	Ditto ...	3	83	5	73	119	1,207	1,785	10,376	13,669
8	Loretto Orphanage, Intally	Ditto ...	...	296	...	331	379	4,638	4,548	35,419	35,045
9	Misses Starks' ...	Protestant ...	24	16	16	18	65	796	780	3,111	2,850
10	Protestant European, Cuttack.	Ditto ...	31	30	28	35	125	1,379	1,500	7,549	7,322
11	St. Agnes's, Howrah ...	Roman Catholic	17	53	11	56	111	1,409	1,332	8,810	8,528
12	St. Anthony's Girls' ...	Ditto ...	13	57	14	51	102.	994	1,224	3,339	4,067
13	St. Gregory's, Dacca ...	Ditto ...	30	22	23	28	93	1,124	1,116	4,056	4,866
14	St. Helen's, Kurseong ...	Ditto ...	2	50	..	53	120	765	1,440	6,112	6,087
15	St. Joseph's Boarding, Bankipore.	Ditto ...	...	79	...	64	184	2,630	2,603	17,015	15,168
16	St. Joseph's Orphanage, Bankipore.	Ditto ...	...	55	...	47	126	1,746	1,512	3,699	7,064
17	St. Joseph's Convent, Cuttack.	Ditto ...	7	32	9	41	84	887	1,008	4,265	3,260
18	St. Joseph's Free, Bow Bazar.	Ditto ...	285	...	237	...	281	3,379	3,372	5,230	5,965
19	St. Patrick's, Asansol ...	Ditto ...	97	...	102	..	162	(i)2,552	1,944	6,555	15,907
20	St. Paul's Mission ...	Protestant ...	60	91	40	83	189	(h)2,320	(h)2,455	4,921	5,055
21	St. Placid's, Chittagong ...	Roman Catholic	52		44	...	89	(j)942	1,068	1,797	1,085
22	St. Scholastica's, Chittagong	Ditto ...	27	[illegible]3	23	82	158	1,766	1,896	4,161	4,299
23	St. Stephen's Girls', Hazaribagh.	Protestant ...	...	...	2	10	25	(k)...	(k)150	(k)...	1,854
24	St. Teresa's, Kidderpore ...	Roman Catholic	85	52	98	50	181	(l)2,838	2,172	24,806	24,505
25	St. Thomas's, Howrah ...	Protestant ...	46	29	45	33	141	(m)2,702	(n)2,423	7,828	9,105
26	Wesleyan Preparatory ...	Ditto ...	10	15	11	17	46	548	552	1,412	1,446
	Total ...	.....	1,408	1,021	1,338	1,661	.....	73,260	67,683	2,95,037	2,90,402
	Unaided Schools.										
1	Campbell Cottage ...	Protestant ...	9	8	6	3	.....	.....	.....	(p)4,963	(p)5,234
2	Darjeeling Home ..	Ditto ...	2	15	7	13	.....	.....	... ..	(p) ..	(p)...
3	European Orphan Asylum	Ditto ...	...	...	...	56	.....	.....	2,400	...	...
4	Girls' School, Chittagong ...	Ditto ...	...	...	5	9	.....	.....	...	..	(p)...
5	Jewish Boys' ...	Jewish ...	51	...	48	...	.....	.....	(r)102	5,428	4,596
6	Jewish Girls' ...	Do. ...	42	103	57	89	.....	.....	.....	5,916	5,703
7	Miss Wood's Day ...	Protestant ..	23	41	31	54	.....	.....	.....	(p)...	(p)...
8	Mr. Vallis's Preparatory	Roman Catholic	67	10	75	12	.....	.....	.....	(p)...	(p)...
9	St. Aloysius,' Howrah ...	Ditto ...	...	...	50	...	.....	.....	...	...	1,595
	Total ..	.....	194	177	279	236	.....	.....	2,502	16,309	17,193

(a) Includes Rs. 1,227 spent on buildings and furniture.
(b) Includes Rs. 1,115 spent on buildings and furniture.
(c) This school is on the special list, and receives a fixed annual grant.
(d) These amounts include the fixed annual grant of Rs. 8,280, the sicca rupee grant of Rs. 836 monthly, the pupil-teachers' grants, and the cadet grant to the boys' department.
(e) This school is on the special list, and receives a fixed annual grant.
(f) Includes the pupil-teachers' grant, and a building grant of Rs. 8,730.
(g) Includes the pupil-teachers' grant, and the cadet grant of Rs. 354.
(h) Includes the pupil-teachers' grant.
(i) Includes a building grant of Rs. 1,000, and a furniture grant of Rs. 160.
(j) Includes a furniture grant of Rs. 24.
(k) This school was placed under the Code from 1st September 1893.
(l) Includes a furniture grant of Rs. 96.
(m) Includes a building grant of Rs. 1,230.
(n) Includes a building grant of Rs. 511, and Rs. 176 from the monthly account of last year.
(p) Submitted no return of expenditure.
(r) Cadet grant.

St. Joseph's Boarding School, Bankipore.—The sanitary arrangements are very defective. The latrines are in a tumble-down condition, are constructed on a bad principle, and in their present position are a nuisance. It is proposed to demolish them and build new ones in a better place.

St. Joseph's Convent, Cuttack.—This school has greatly improved during the year.

St. Scholastica's School, Chittagong.—A part of the old building which was on the point of collapsing was rebuilt during the year. The construction of a new building to provide additional accommodation has been proposed.

European Orphan Asylum.—This school does not work according to the Code syllabus, but at the request of the Committee the Inspector has visited it several times during the year. The plan of studies is a suitable one for the girls in the Orphanage, and the teaching is now conducted in a very satisfactory manner.

Girls' School, Chittagong.—This is a recently opened school, intended chiefly for Protestant children whose fathers have migrated to Chittagong for work on the new railway. A grant has been asked for, but the Inspector has not yet visited the school.

247. *Middle Scholarship Examination.*—The following is a summary of the results for the last two years:—

		1892.									1893.								
		Competing schools.	Candidates.	Absentees.	Successful Candidates.				Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful Candidates.				Percentage of passes.	Scholarships awarded.
					First division.	Second division	Third division.	Total.						First division.	Second division	Third division.	Total.		
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Scholarship candidates	Boys ...	10	29		8	11	9	28	96 6	7	11	41	..	8	12	13	33	80 5	8
	Girls	9	20	1	2	5	10	17	89·5	2	11	24	1	...	9	10	19	82 6	4
	Total ...	19	49	1	10	16	19	45	93 8	9	22	65	1	8	21	23	52	81 2	12
Certificate candidates	Boys ..	8	38	.	5	11	19	35	92 1	.	12	74	1	3	11	35	49	67 1	
	Girls	15	41	2	..	9	19	28	74 4	..	12	39	1	...	7	18	25	65 8	...
	Total	23	79	2	5	20	38	63	81 8	..	24	113	2	3	18	53	74	66 7	..
Both Classes ...		26	128	3	15	36	57	108	86 4	9	27	178	3	11	39	76	126	72 0	12

There was a great increase in the number of candidates, both for scholarships and for certificates, largely explained by the abolition of individual examination in the schools. The great increase in the proportion of scholars presented to the total number in the middle standards accounts for the fall in the percentage of passes. It will be noted that the number of passes at the last examination nearly equals the total number of candidates present at the examination of 1892.

Twelve scholarships, the full number sanctioned by Government, were for the first time awarded at the last examination.

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248. The separate results for each school and the distribution of the scholarships are given below:—

Schools from which the candidates were presented.	Number of candidates for— Scholarships.	Certificates.	Number absent.	Number of successful candidates. First division.	Second division.	Third division.	Total.	Number of scholarships gained.
1	2	3	4	5	6	7	8	9
1. Calcutta Boys'	10	20	...	...	4	15	19	1
2. Calcutta Girls'	2	7	1	...	4	4	8	1
3. Calcutta Free (Boys' Department).	3	3	...	...	1	3	4	...
4. Calcutta Free (Girls' Department).	1	7	...	...	4	3	7	...
5. Catholic Male Orphanage ...	2	10	1	...	1	4	5	...
6. Doveton Institution	2	2	...	...	2	1	3	1
7. European Orphan Asylum ..	...	1	...	...	...	...	..	...
8. Government Boarding, Kurseong.	2	...	...	...	...	2	2	...
9. Jewish Boys'	...	3	...	...	...	...	...	...
10. La Martinière College for Girls	2	1	...	...	1	2	3	1
11. Loretto Convent, Asansol ...	...	1	...	...	...	1	1	...
12. Loretto Convent, Darjeeling ..	1	...	1	...	...	...	...	...
13. Loretto Day, Dhurrumtolla ...	3	2	...	...	...	2	2	...
14. Loretto House	1	3	...	...	1	3	4	...
15. Miss O'Brien's Day	3	...	...	...	...	3	3	...
16. Pratt Memorial	6	1	...	...	4	1	5	1
17. Protestant European, Cuttack	...	4	...	...	2	2	4	...
18. St. James's High	3	2	...	...	...	4	4	...
19. St. Joseph's Convent, Bankipore.	1	1	...	...	...	2	2	...
20. St. Joseph's Convent, Chandernagore.	...	5	...	...	...	2	2	...
21. St. Joseph's High, Bow Bazar	4	6	...	5	3	1	9	2
22. St. Michael's, Coorji	4	3	...	...	3	3	6	1
23. St. Patrick's, Asansol	1	5	...	...	1	4	5	1
24. St. Paul's, Darjeeling	8	3	...	5	4	2	11	2
25. St. Paul's Mission	1	1	...	...	...	2	2	...
26. St. Xavier's College	3	14	...	1	4	7	12	1
27. Welland Memorial	2	1	...	...	...	2	2	...
Private students	...	7	...	...	...	1	1	...
Total ...	65	113	3	11	39	76	126	12

249. *Primary Schools.*—Statistics concerning those are given in the following table:—

No.	Name of School.	Religious denomination.	Number of pupils on 31st March— 1893. Boys.	1893. Girls.	1894. Boys.	1894. Girls.	Monthly Government grant, 1893-94.	Actual receipts from Government. 1892-93.	1893-94.	Total expenditure. 1892-93.	1893-94.
1	2	3	4	5	6	7	8	9	10	11	12
	Aided Schools.						Rs.	Rs.	Rs.	Rs.	Rs.
1	E. I. R., Asansol	Protestant ...	15	21	21	30	49	668	588	3,133	2,894
2	E. I. R., Buxar	Ditto ...	11	7	11	9	28	308	336	1,236	1,607
3	E. I. R., Khagoul	Ditto ...	27	17	34	20	44	521	528	2,573	2,697
4	E. I. R., Madhupur ...	Ditto ..	5	4	8	4	14	176	168	729	795
5	E. I. R., Nawadih	Ditto ...	6	8	4	6	31	356	372	1,297	1,203
6	European, Dinapore ...	Ditto ...	16	9	10	13	52	652	624	1,502	1,622
7	European, Saidpur	Ditto ...	28	22	28	18	53	528	636	2,156	2,061
8	Old Church Free Day ...	Ditto ..	49	72	56	80	47	676	470	2,092	3,096
9	St. Chrysostom's	Roman Catholic	20	...	25	...	(a) ...	276	(a) .	1,211	970
10	St. Elizabeth's, Howrah ...	Ditto	35	33	27	26	51	661	612	2,776	2,537
11	St. James's Parochial ...	Protestant ...	...	...	29	40	40	...	(b) 462	.	1,646
12	St. John's Girls'	Roman Catholic	15	31	17	33	42	(c) 541	504	1,808	1,861
13	St. John's Parochial ...	Protestant ...	39	23	49	32	(d) ...	1,384	1,308	2,863	2,624
14	St. Mary's, Hastings ...	Roman Catholic	18	22	14	17	59	610	708	3,466	3,423
15	St. Stephen's, Kidderpore...	Protestant ...	19	22	17	15	41	541	492	1,593	1,535
	Total ...	.....	303	291	350	343	.....	7,898	7,868	28,465	30,470
	Unaided Schools.										
1	B.-N. Railway School, Chakardharpur.	Protestant ...	...	...	3	6	.....	...	...	...	302

(a) Closed from 1st March 1893.
(b) Includes a furniture grant of Rs. 21-8.
(c) Includes a furniture grant of Rs. 13.
(d) This school is on the special list, and receives a fixed annual grant of Rs. 1,368.

East Indian Railway School, Khagoul.—If there is no falling off in the number of children attending this school, an addition ought to be made to the building.

Old Church Free Day School.—The present building is far too small, and the rooms are dark and gloomy.

250. *Primary Scholarship Examination.*—The following are the results for the last two years:—

	1892.									1893.								
	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Scholarship candidates. Boys ...	16	60	3	15	23	7	45	78·9	10	17	89	1	24	34	17	75	83 2	14
Scholarship candidates. Girls ...	15	56	4	7	20	11	38	73 1	10	20	66	..	8	25	19	52	78 8	6
Scholarship candidates. Total ...	31	116	7	22	43	18	83	76 1	20	37	155	1	32	59	36	127	82·5	20
Certificate candidates. Boys .	18	80	7	3	35	16	54	74·0	...	13	88	2	20	31	16	67	77 0	..
Certificate candidates. Girls ...	13	53	1	12	22	12	46	88 5	..	19	87	6	17	37	17	71	87·7	...
Certificate candidates. Total .	31	133	8	15	57	28	100	80 0	...	32	175	8	37	68	33	138	82·7	...
Both Classes ...	37	249	15	37	100	46	183	78 2	20	40	330	9	69	127	69	265	82·6	20

As in the case of the Middle Scholarship Examination, there was a very great increase in the number of candidates, no doubt resulting from the same cause. The number of passes last year was greater than the number of candidates in 1892.

251. The next table gives the results for the separate schools and the distribution of the scholarships:—

Schools from which the candidates were presented.	Number of candidates for— Scholarships.	Certificates.	Number absent.	Number of successful candidates. First division.	Second division.	Third division	Total.	Number of scholarships gained.
1	2	3	4	5	6	7	8	9
1. Armenian College	...	11	...	4	4	3	11	..
2. Calcutta Boys'	4	11	.	3	8	1	12	1
3 Calcutta Girls' . ..	4	17	1	3	12	2	17	.
4. Calcutta Free (Boys' Department).	2	2	...	...	4	...	4	..
5. Calcutta Free (Girls' Department)	2	14	2		9	5	14	
6. Catholic Male Orphanage .	6	.	...	4	2	...	6	2
7. Darjeeling Girls' High	4	1	1	2	2	.	4	
8. Darjeeling Home ...	1	2			2		2	
9. Doveton Institution	1	2	...	3	...	..	3	1
10. East Indian Railway, Buxar	2	.	..	..	.	..		...
11. East Indian Railway, Jamalpur.	2	1	...		...	3	3	..
12. Government Boarding, Kurseong.	10	...	...	3	7	...	10	2
13. Jewish Boys'	3	13	...	1	5	6	12	..
14. Jewish Girls' . . .	7	2	...	1	4	2	7	...
15. La Martinière College for Girls.	6	8	...	1	1	8	10	.
16. Loretto Convent, Asansol .	1	4	...	2	1	1	4	..
17. Loretto Convent, Darjeeling ...	4	3	...	...	3	2	5	
18. Loretto Day, Dhurrumtolla ...	6	...	..	1	3	2	6	1
19. Loretto House	4	2	1	3	1	1	5	2
20 Miss O'Brien's Day	5	3	..	4	4	...	8	2
21. Miss Wood's Day	2	2	...	1	...	1	2	
22. Pratt Memorial	5	8	...	2	4	3	9	...
23. Protestant European, Cuttack	3	3	..	2	4	..	6	.
24 St. Aloysius', Darjeeling ...	8	...	1	1	3	2	6	.
25. St. Anthony's	3	4	...	2	.	1	6	...
26. St. James's High	5	6	...	1	...	2	3	..
27. St. John's Girls'	1	...	...			.		...
28. St. John's Parochial	3	...	...	1	1	1	3	1
29. St. Joseph's Convent, Bankipore.	2	1	...	1	1	...	2	.
30 St. Joseph's Convent, Chandernagore.	...	5	.	...	1	2	3	...
31. St. Joseph's Convent, Cuttack.	1	9	1	...	6	1	7	...
32. St. Joseph's Free, Bow Bazar	3	2	..	3	1	1	5	1
33 St. Joseph's High, Bow Bazar	14	20	1	11	10	7	28	2
34. St. Michael's, Coorg	7	10	1	2	7	5	14	...
35 St. Patrick's, Asansol	4	1	...	4	.	1	5	1
36 St. Paul's, Darjeeling	10	3	...	2	7	3	12	2
37. St. Paul's Mission ...	2	1	..	1	2	..	3	1
38. St Stephen's, Kidderpore ...	3	1	...	...	...	1	1	...
39. St. Thomas's, Howrah	2	2	...	...	2	1	3	...
40. Welland Memorial	1	...	...		1	...	1	..
Private students	2	1	...	...	2	1	3	..
Total ...	155	175	9	69	127	69	265	20

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252. The following extracts from Mr. Bamford's report will give an idea of the year's work in the schools under the new rules. They are marked by clear insight into the difficulties of the teachers, and by a spirit which is in a high degree helpful as well as critical :—

"Notice was given to the schools in June that the grant-in-aid would thenceforward depend upon the average attendance instead of upon examination results, and that frequent supervision by the Inspector would supersede the annual examination. The teachers were requested from that time to pay most particular attention to the classification of the scholars, in order to facilitate their work; and they were informed that in doing this their endeavour should be to so distribute the children, that those placed in the same class should vary as little as possible from the average in subjects like arithmetic, where progress is largely dependent upon work previously mastered. The teachers were also asked to arrange for the general annual promotion to take place immediately after the Christmas holidays in future; so that scholars transferred from one school to another in the course of the year might join others who had devoted themselves for the same length of time to the year's work.

"Except with respect to the time of the year for general promotion, the above involved no change for the five schools which had previously drawn grants under Article 33 of the Code. They continued to work steadily on upon lines already familiar, and their progress was again most satisfactory all round. There still remains a tendency to promote scholars too rapidly; but on the whole there was much less disparity in the attainments of children in the same class than formerly. I looked out for signs of any neglect of the weaker scholars, but found none; although such neglect would be more readily discovered under the new than under the old style of inspection. This is what I have always anticipated. Teachers can now afford to work slowly and thoroughly, making each step sure before attempting the next: slow children have therefore more time and better opportunity to grasp ideas, and they naturally make more progress.

"The remaining schools have not been sufficiently long under the new rules for many of them to have been much affected by their introduction. In a few, the teachers were quick to realise that the syllabus in Schedule I had now become their guide instead of their task-master; that they were now at liberty to aim solely at the true educational progress of their scholars; and that nothing more would be required or expected of them than that they should use the best means in their power to attain that end. In such schools, a little advice to the teachers, as to what they should do and the best means of doing it, has produced excellent results. In one or two schools, it will take some time, and probably many visits, to uproot the idea that the best of all possible work they can do is merely to prepare their scholars to pass, once a year,—and that no matter how barely—similar tests to those given under the old system at the annual examination; anything beyond being considered superfluous, and even positively injurious, on account of its interference with preparation for the annual test. In a few others, there appears to linger a mysterious dread that the work *might* possibly be condemned if it were not exactly upon the old lines. Most of the schools, however, are gradually accommodating themselves to their altered circumstances, and will probably be working smoothly in the new groove before the issue of my next report.

"The work of the upper standards has been, and, I am sorry to say, yet is, too frequently hindered by more or less defective preparation for it in the lower part of the school. The teachers of these classes often have cause to complain, either that their pupils do not try to understand or to remember what they read; that they are slow and inaccurate in working the four simple rules of arithmetic, and have not received sufficient training and exercise in reasoning about their application; that their faculty of observation appears to have been uncultivated, and often totally neglected; or that they are unable to express, in clear intelligent language, even very simple ideas. All such work ought to be thoroughly done in the lower part of the school, as a part of the foundation upon which the teachers of the upper classes may then reasonably be expected to build a satisfactory superstructure. That it has not been more generally done hitherto is due to mechanical work and unnatural forcing having usurped the place of intelligent teaching and quiet healthy growth.

"The necessity for improving the teaching from the lower classes upwards led me, at my visits to the schools during the year, to rarely spend much time with the upper standards beyond occasionally taking a general survey of their work, but to devote myself specially to the teaching in the lower classes instead. As a result there has been improvement in many of the schools, and in some instances very marked advancement. But much more remains to be done. I therefore intend to continue the same practice in all schools where the junior classes are not yet working to my satisfaction.

"The over-anxiety of the teachers to make certain of taking their classes through the full course during the year is a hindrance to good work in some schools. The teachers think it necessary, in order to guard against their work falling into arrears, to divide it out into certain fixed portions, each of which *must* be done or scrambled through in a certain fixed time, say a week or a month. The fear of not being able to do this continually haunts the teachers, and often prevents sufficient time being spent* over a difficult point, the non-understanding of which may perhaps prove a stumbling-block in the way of further progress. The fault lies, not in there being a standard amount of work fixed for the year, to which that of each teacher should approximate (always provided that this standard is a reasonable one), nor in the pre-arrangement of the year's work in each subject in logical sequence, or according to the bearings of its parts one upon the other, but in the teachers overlooking the fact that if they work honestly and thoroughly, by proper methods, they need not trouble themselves about quantity. Any great falling short of the standard amount would be improbable; but if it did occur, and there were no peculiar circumstances to account for it, the condemnation would not be for them or their work, but for the standard.

"The allotted portions for a year's work given under the head of 'Standards of Examination' in Schedule I of the Code were fair enough when all that was demanded of the teachers was that a certain definite and narrow result should be achieved by the end of the year. The teachers were like guides, whose duty was merely to lead a band of travellers across a tract of country, from one point to another, in a certain time. They were at liberty, if they chose, to give any information they possessed about the country through which they passed, to visit or point out objects of interest near to or on the line of travel, and to impress upon those whom they led the remembrance of the way by which they came. But they were not *required* to do this, and they *were* required to reach their destination within the given time. The shortest route was therefore chosen; the easiest means of reaching the end adopted; and everything not directly tending to hasten the journey generally disregarded. Now, the guides have been informed that the most important part of their duty is to create an intelligent interest in the scenes around them amongst those under their charge, by leading them into the most favourable positions for viewing these scenes, and by supplying them with desirable information concerning them; and that, so long as there is no idle dawdling by the way, the time spent on the journey is quite a subordinate consideration. To drop the simile, the teachers are now expected to work with broader views: to aim not so much at bringing their pupils to acquire a knowledge of certain particular facts and processes, as at training them to observe carefully whatever comes before them, and to reason about what they see and learn. With this wider purpose added to their work, teachers cannot be expected to cover the same extent of ground as before in all cases, even though in some the more sound teaching quickly recovers that which was apparently lost at the outset in making a sure foundation. Many modifications of Schedule I appear to be desirable, therefore, in order that such a fair amount of work may be allotted for the year as an average teacher under average circumstances may reasonably be required to accomplish. It would be well, too, to alter it in character, so that it should serve as a guide throughout the year, instead of being, as at present, merely the goal at the end. I intend to submit proposals with this double object in view before the end of the year. In the meantime, I have given the teachers to understand that, so long as reasonable ability is displayed, fair honest work shall never be condemned because a certain exact amount has not been done.

* "Wasted" is the word—significant of the erroneous view prevalent upon education—most frequently used by the teachers.

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"Except in comparatively few schools, there has been little advance yet in classifying scholars on the principle of equality in capacity and attainments. Of course a large majority of the children were previously, and are now, properly classified; but it is the remaining few who are not, who so greatly add to the teachers' difficulties. That more progress has not been made is due to three causes. The annual examination test has so long been practically the arbiter in matters of promotion, and, consequently, in classification, that many of the teachers have not yet realised their new liberty and its attendant responsibility. Next, it is by no means an easy task, sometimes, to determine in what class it would be best to place a scholar, as he may be well advanced in one or more subjects, and backward in others. I should have no objection to his being placed in one class for certain subjects and in another for others. This, however, may be impossible in some cases, on account of difficulties connected with the arrangement of work in the time-table, particularly if both the classes concerned are taught by the same teacher. Whether this accounts for the fact or not, no attempt has yet been made to teach a scholar in different classes for different subjects. In difficult cases, my advice is to leave out of consideration such subjects as geography, history, handwriting, reading, and spelling, in which the teaching would be comparatively little affected by the varying proficiency of the pupils, and decide the classification by fitness in such subjects as arithmetic and grammar, a definite amount of preparatory work in which is essential, if the teaching is to be effective. The third retarding influence is the unwise interference of some parents. That fathers and mothers should be interested in the progress of their children in school is an excellent thing greatly to be desired. Such interest is a stimulus, and a help to teacher and pupil alike. But it ought to be concerned with real progress—the advance made by their children in reading, writing, arithmetic, &c., and in general knowledge—instead of being, as it sometimes is, merely anxiety for their rapid promotion from class to class. When properly conducted, promotion is of course a true indication of progress; but when it is improperly made under pressure, such as a threat of withdrawal from the parents, it loses this value, besides being harmful to the child. Parents who have satisfied themselves that their children are getting on well in their studies may rest assured that their classification in school is what it ought to be, and that they will be promoted at the first fitting opportunity. If they are dissatisfied, their first duty is to ascertain whether the slow progress is due to laziness or want of ability on the part of the children, or to inferior teaching. If to the first, the school is not to blame; if to the second, the remedy lies, not in a demand for promotion, but in a change of school. There need be no fear that scholars who are fit for promotion will be kept back; the tendency in Bengal is strongly in the other direction.

"Singing and drill continue to be successfully taught in the same schools as in 1892-93. Thirteen schools earned the new grant for efficient cadets, the total number of such efficients being 814.

"I am grateful to the teachers for the kindly manner in which they invariably welcome my criticism and advice, and still more so for the honest endeavour which has nearly always been made to benefit by the one and act upon the other."

253. *Pupil-teachers.*—The following table shows the number of pupil-teachers at the close of each of the last two official years:—

School.	Number of Pupil-teachers on the 31st March 1893—				Number of Pupil-teachers on the 31st March 1894—			
	Preparing for their—			Total.	Preparing for their—			Total.
	First year's examination.	Second year's examination	Third year's examination.		First year's examination.	Second year's examination.	Third year's examination.	
1	2	3	4	5	6	7	8	9
Calcutta Free (Boys' Department)	3	1	...	4	...	3	1	4
Ditto (Girls' ditto)	3	2	1	6	1	2	2	5
Catholic Male Orphanage ...	3	1	...	4	3	1	...	4
Loretto Day, Bow Bazar	..	3	...	3	2	...	2	4
St. Paul's Mission	1	1	...	2	1	2	...	3
St. Aloysius', Howrah		...	...	...	...	1*	...	1
Total ..	10	8	1	19	7	9	5	21

* Transferred from the Catholic Male Orphanage.

Two first-year and two second-year pupil-teachers failed to pass their examination; the remaining seventeen passed. Two of those who failed, one of the first and the other of the second year, have since resigned, and one of the second-year teachers who passed has also done so.

254. *Assistant teachers.*—Two persons received official recognition as assistant teachers during the year, bringing up the total to 137.

255. *Certified teachers.*—The following table shows the number of certificates of each class now in existence, and also the changes made during the year:—

Class of Certificate.		Number of certificates in existence on the 1st of April 1893.	Number of certificates issued during the year.	Changes resulting from the conversion of provisional into permanent certificates.	Number of certificates in existence on the 31st March 1894.
1		2	3	4	5
First grade ...	Permanent ...	13	...	...	13
	Provisional ...	4	...	...	4
Second grade ...	Permanent ...	23	1	...	24
	Provisional ...	19	...	...	19
Third grade ...	Permanent ...	49	...	+3	52
	Provisional ...	88	4	−3	89
	Total ...	196	5	...	201

256. The work done by the Inspector and Assistant Inspector of European Schools has been shown in the chapter in Controlling Agencies. The post of Assistant Inspector was abolished from the 1st September 1893, the services of such an officer being no longer required owing to the change in the method of inspecting the schools. Mr. Bamford acknowledges the excellent services rendered by Mr. Edwards, who officiated as Assistant Inspector for nearly three years. I in turn have much pleasure in recording my sense of the excellent work done by Mr. Bamford, of the cordial assistance he has always rendered me, and of the trained and sympathetic intelligence which makes him so useful an advisor both to the Department and to the schools.

The proposal submitted by Mr. Bamford in March 1893, to extend the system of grants independent of examination-results to all the aided European schools in Bengal, received the general approval of Government in May; and Mr. Bamford was instructed to test the detailed scheme which he had suggested for the distribution of future grants, by working out actual results. Authority was also given for the immediate introduction of inspectorial supervision instead of the annual examination.

The attendances for the calendar year 1893 were collected and checked as speedily as possible after the 1st of January. The scales tentatively proposed for the calculation of grants were tested by reference to those attendances, with the result that certain slight modifications were found to be desirable. These having been made, Mr. Bamford submitted final proposals on the subject, which have since been sanctioned by Government.

These proposals included a new form of Article 33 of the Code; and also a Note to that article, stating the conditions under which grants under Article 33 were to be drawn, and the scales by which they would be calculated.

257. A grant of Rs. 6 for every efficient cadet during the preceding year, who was also a *bonâ fide* pupil in a school for Europeans, was awarded for the first time last year. The grant was paid for 814 cadets.

258. None of the schools were examined in the old way during the year, as the season for doing so had not begun when individual examination was abolished. They were, however, thoroughly inspected; and in this way the Inspector gained a clearer insight into the working of many of the schools, particularly those in Calcutta, than was possible before.

IX.—MUHAMMADAN EDUCATION.

MUHAMMADAN EDUCATION.

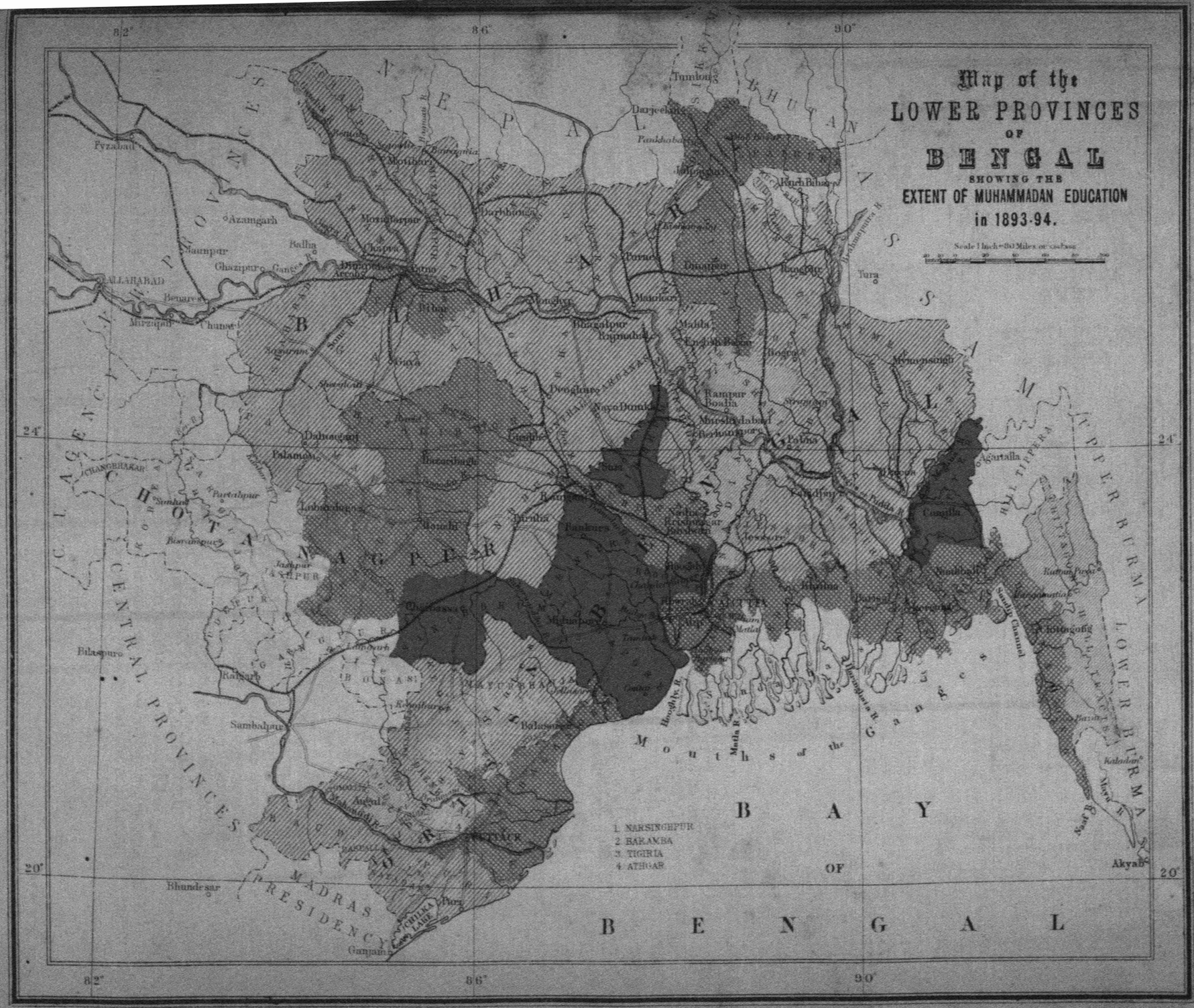
259. The following table shows the number and percentage of Muhammadan pupils in different classes of institutions for the last two years:—

	Total number of pupils.		Number of Muhammadan pupils.		Percentage of Muhammadan pupils.	
	1893.	1894.	1893.	1894.	1893.	1894.
Public Institutions—						
Arts colleges	5,443	6,240	286	340	5·2	5·4
High English schools ...	79,781	79,463	8,687	8,605	10·8	10·8
Middle „ „ ...	62,218	63,875	9,259	8,907	14·8	13 9
„ vernacular schools ...	64,548	64,446	10,720	10,767	16 6	16 7
Upper primary schools ...	147,559	150,436	31,644	32,238	21·4	21·4
Lower „ „ ...	1,031,117	1,039,555	295,435	294,838	28·6	28 3
Professional colleges ...	1,047	1,157	27	31	2 5	2·7
Technical schools	3,112	3,652	507	459	16·2	12·5
Training „	2 382	2,104	242	169	10 1	8·
Madrassas	2,860	2,809	2,830	2,793	98 9	99·4
Total ...	1,400,067	1,413,737	359,637	359,147	25·6	25·3
Private Institutions—						
Advanced	32,727	33,303	12,072	12,299	36·8	36·9
Elementary	34,324	34,230	11,084	9,441	32·2	27·5·
Teaching the Koran only ...	63,659	64,551	63,650	64,550	99·9	100.
Other schools not conforming to departmental standards ...	4,279	3,446	1,042	693	24·3	20·1
Total ...	134,989	135,530	87,848	86,983	65·7	64·1
GRAND TOTAL ...	1,535,056	1,549,267	447,485	446,130	29·1	28·8

The proportion of Muhammadans in the population is close upon 33 per cent.; and though the total percentage of Muhammadan pupils approaches this figure, yet it falls off sadly in the higher branches of the educational system. The total number of Muhammadan pupils decreased by 1,355, and the percentage by 0·3. In public institutions there was a decline of 490 pupils, and in private institutions of 865 pupils. Colleges show an increase both in the number of pupils and in the percentage. In high and middle English schools there is a decline, while middle vernacular and upper primary schools show an increase in the number of pupils. The largest numerical decrease has taken place in lower primary schools. Professional colleges show an increase, but in technical and training schools and Madrassas there is a decrease. Of private institutions, those of an advanced character and the Koran schools have increased the number of their pupils, while elementary and "other" schools show a diminished attendance. The heaviest loss of pupils (7,727) is reported from Tippera, which, according to the Assistant Inspector of Muhammadan Education, is due to flood and scarcity, which caused the collapse of many schools. In Noakhali also there was a decrease of 3,113 pupils, which is attributed to the "cyclone, scarcity, and cholera." The increase of 6,254 pupils in the Chittagong district is ascribed to the special encouragement given to Muhammadan schools and their pupils by the District Magistrate and the District Board, and to the methodical care with which the Deputy Inspector, Babu Sarada Kanta Sen, has worked in reference to Muhammadan education. The Assistant Inspector of Muhammadan Education, Maulavi Abdul Karim, B.A., writes of the Deputy Inspector as follows:—

"I am very glad to record my appreciation of the readiness shown by this officer in carrying out my suggestions, and of his efforts to remove the educational wants of the Muhammadans in his district. He has succeeded in inducing, by his advice, the miajis and maulvis of several maktabs and madrassas to adopt the departmental standards in the vernacular, and in procuring grants for them from the District Board and the District Magistrate. I wish that other Deputy Inspectors were similarly forward in furthering the cause of Muhammadan education in their districts."

In spite, however, of the increase reported from several parts of the country, the net result is a decrease in the number of pupils, due probably to the prevailing high prices of food-grains and other necessaries of life, and to the depressed condition of the agricultural classes during the past year.



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260. The following statement shows the estimated expenditure from the Mohsin Fund, together with the actual expenditure as returned by the Accountant-General under each head:—

Head of Charge.	1892-93.		1893-94.		
	Estimated expenditure.	Actual expenditure.	Estimated expenditure.	Actual expenditure.	
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	
Maintenance of Madrassas	36,376 (a)	33,853	36,035 (b)	34,181	
Salaries of Maulvis in high schools ...	4,350	5,335	4,350	5,822	
Scholarships ...	10,080	8,440	10,080	8,686	
Short-fee payments ...	15,708	19,803	16,562	21,144	
Miscellaneous ...	80	...	521	.....	
Total	66,654	67,431	67,548	69,833	

(a) Includes Rs. 800 to Sylhet Madrassa, Rs 20 to Sitapur Madrassa, Rs. 480 to Jorhat Madrassa, Rs. 720 to Tippera and Rangpur Madrassas, and Rs. 192 to the Muhammadan Hostel at Midnapore.
(b) Includes Rs. 1,061 to the Sylhet Madrassa.

The total expenditure exceeded the estimate by Rs. 2,285, the large increase under "Short-fee payments" being not fully met by savings under the head "Maintenance of Madrassas."

261. The following statement shows the success attained by Muhammadan students at the different University and departmental examinations during the year under report:—

Name of Examination.	Number of successful Candidates.				Percentage of Muhammadans.			
	Muhammadans.		Total.		Among successful candidates.		Under instruction.	
	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.
M.A.	2	...	54	57	3·7	...	5·2	5·4
B.A.	23	26	301	484	7·6	5·3		
First Arts	35	31	830	826	4·2	3·7		
Entrance	172	134	2,915	1,946	5·9	6·8	10·8	10·8
Middle Scholarship	396	451	4,128	3,996	8·8	11·3	15·7	15·3
Upper Primary	412	776	2,895	5,309	14·2	14·6	21·4	21·4
Lower "	2,807	3,436	17,069	20,768	16·4	16·5	28·6	28·3
Total ...	3,847	4,854	28,192	33,386	13·6	14·5	...	...

The total number of passes rose from 3,847 to 4,854, and the percentage from 13·6 to 14·5. There was no Muhammadan M.A. during the year. The proportion at the other University examinations compared not unfavourably with the number under instruction, and there has been astriking improvement in the numbers passing at the middle and primary examinations, though they are still a good way below their proper proportion as estimated by the percentage of Muhammadan pupils, and very far below their place in the population.

262. The following table shows the general results of the common examination of Madrassas for the last two years, the papers having been set by the Central Board:—

	1893.					1894.				
	Number of candidates.	First division.	Second division.	Third division.	Total.	Number of candidates.	First division.	Second division.	Third division.	Total.
Calcutta ...	139	36	12	14	62	78	37	18	13	68
Dacca ...	75	19	16	15	44	59	12	7	15	34
Chittagong	64	19	14	11	44	52	20	12	10	42
Hooghly ...	17	3	7	3	13	19	3	7	3	13
Tippera ...	13	2	3	...	5	7	2	2	1	5
Sasaram ...	5	...	1	...	1	2	...	...	...	...
Total ...	313	73	53	43	169	217*	74	46	42	162

* Excluding 17 absentees.

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The number of candidates declined from 313 to 217, but that of successful candidates was only 7 below the preceding year.

The large percentage of unsuccessful candidates from the Calcutta Madrassa in the preceding year was followed by a marked success during the year under report, 68 out of 78 having passed, with as many as 37 in the first division. The Dacca Madrassa shows a falling off.

The following table gives the results of the year's examinations in fuller detail :—

Class.	Madrassas.	Number passed in the— First division.	Second division.	Third division.	Total number passed.
Fourth-year class	Calcutta	10	5	2	17
	Dacca	3	4	5	12
	Chittagong	5	3	...	8
	Hooghly	1	2	2	5
	Tippera	...	...	...	...
	Sasaram	...	...	...	...
Third-year class	Calcutta	7	3	1	11
	Dacca	3	...	1	4
	Chittagong	2	3	4	9
	Hooghly	...	1	...	1
	Tippera	...	...	...	...
	Sasaram	...	...	...	...
Second-year class	Calcutta	10	4	6	20
	Dacca	3	2	1	6
	Chittagong	6	2	3	11
	Hooghly	1	2	1	4
	Tippera	...	...	...	...
	Sasaram	...	...	...	...
First-year class	Calcutta	10	6	4	20
	Dacca	3	1	8	12
	Chittagong	7	4	3	14
	Hooghly	1	2	...	3
	Tippera	2	2	1	5
	Sasaram	...	...	...	...
	Total	74	46	42	162
	Total for 1892-93	73	53	43	169

The distribution of the successful candidates among the three divisions remains fairly constant.

263. Government Madrassas.—The following table compares the attendance and expenditure of all Madrassas under Government management during the past two years. The Calcutta Madrassa, the Nawab of Murshidabad's Madrassa, and the Cox's Bazar Madrassa, are maintained from Provincial revenues, and the rest from the Mohsin Fund :—

Madrassas.	Number of pupils. 1893.	1894.	Receipts from Government. 1893. Rs.	1894. Rs.	Total Expenditure. 1893. Rs.	1894 Rs.
Calcutta (Arabic Department)	500	360	11,419	10,906	14,035	13,159
Dacca	416	433	...	...	14,325	14,513
Chittagong	558	572	...	...	11,638	12,425
Hooghly	48	45	...	...	2,389	2,402
Rajshahi	74	79	...	3,392	3,492	3,643
Cox's Bazar, Chittagong	60	62	465	472	707	653
Murshidabad Nawab's Madrassa	66	58	13,347	15,265	13,347	15,265
Total	1,722	1,609	25,231	30,035	59,933	62,060

The chief portion of the increase of Rs. 2,127 was incurred in the Murshidabad Nawab's Madrassa, which has an annual grant of Rs. 18,000.

264. *Calcutta Madrassa.*—The number of pupils declined from 500 to 360 in the Arabic Department. There were also 45 students in the College Department, all of whom attend lectures in the Presidency College, 460 in the Anglo-Persian Department, and 252 in the Colinga Branch School; or 1,117 in all, against 1,316 in 1893. There is a loss of 140 students in the Arabic, and of 73 in the Anglo-Persian Department, with an increase of five in the Branch School and of nine in the College Department. The loss in the Arabic

Department is explained by the institution for the first time, in January 1894, of a test examination for all candidates at the Central Examination of Madrassas to be held in the following April. The consequence was that students began leaving the Madrassa in large numbers from December, not wishing to be subject to the test examination. The average attendance for the first eight months of the year was 541, and for the last four months 392 only, while at the end of March it fell to 360. The Principal supports the holding of a test examination, but with modifications in future years. It appears that many students frequent the Madrassa with the object of learning a certain amount of Arabic, and with no desire to be troubled with repeated examinations. To make the test less burdensome, it is to be held later in the year and nearer to the Central Examination, and is to be limited to the more important subjects. The loss of students in the Anglo-Persian Department is ascribed to the opening of other schools in the neighbourhood, which exact less stringent tests for promotion, and to which, therefore, the failed students of the Madrassa resort.

The number of students in the voluntary English classes of the Arabic Department rose from 35 to 72. Hence, the total number of students learning English was 829, and of purely Oriental students 288. The athletic club, for which a sum of Rs. 300 was granted from Provincial revenues to meet slightly larger receipts from fees, had 214 members. Membership is compulsory on the under-graduate students and on boys of the upper classes, all of whom pay a monthly fee of two annas. There is a regular daily routine; one hour every day after school hours being given in turn to drill, sports (cricket, tennis, football, &c.), and gymnastics. Drill is taught on the premises by a pensioner. For cricket and football a space has been reserved for the club on the Maidan. A gymnasium has been attached to the Madrassa since 1873.

Seven students out of 12 passed the First Arts Examination, and 6 out of 33 the Entrance. These results have been considered in previous sections. The night school had 33 students against 31. The number of resident students was 75 against 78. Nine boarders belonging to the Mysore and Oudh families were resident in the Madrassa premises up to June 1893, when they left.

265. *Dacca Madrassa.*—Of the 433 pupils, 225 belonged to the Arabic Department and 208 to the Anglo-Persian Department. The fees and fines realised amounted to Rs. 2,836. The number of boarders was 28 against 36. Of 12 candidates at the Entrance Examination, 7 passed, 2 of them in the first division. An English teacher has lately been sanctioned for a voluntary English class in the Arabic Department The Madrassa has far outgrown its accommodation, and the erection of a new block of buildings has been sanctioned at an estimated cost of Rs. 10,000, payable from the surplus balance of the Mohsin Fund. There is a sporting club attached to the Madrassa under the patronage of Nawab Ahsanulla Khan Bahadur, C.I.E., who lately gave a donation of Rs. 200 to the club.

266. *Chittagong Madrasa.*—Of the 572 pupils, 465 belonged to the Arabic Department and 107 to the Anglo-Persian Department; 191 pupils of the former were also reading English as an additional subject. The fees and fines amounted to Rs. 2,716. The elevation of the Anglo-Persian Department to the Entrance standard has been strongly recommended, and is now under consideration. There is evidently an effective and increasing desire among the orthodox Musalmans of Chittagong for the means of learning English in a separate institution, in which they will be able to observe the fasts and other ordinances of their religion. A new building has been sanctioned for the residence of the Superintendent, which will set free further accommodation for boarders.

267. The *Hooghly Madrassa* is attached to the Hooghly College, and the *Rajshahi Madrassa* to the Rajshahi College. The latter does not teach the full Madrassa course. The *Cox's Bazar Madrassa* in the Chittagong district teaches English and Bengali as optional subjects in addition to Arabic and Persian. The Assistant Inspector, Maulvi Abdul Karim, pronounces it to be a failure. It has never had during the last ten years of its existence more than 62 pupils, the great majority reading nothing but the Koran, and never more than 20 regular Madrassa students. It is proposed to amalgamate it with the local middle English school.

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268. *Murshidabad Nawab's Madrassa:*—It is not a Madrassa in the ordinary sense of the word, but a high English school teaching Urdu, Persian, or Arabic as the second language. The school is intended for the members of the Murshidabad family and their near relatives. Of the 58 pupils on the rolls, 30 were grandsons of His Highness the late Nawab Nazim, three being sons of the present head of the family. The number of boarders was 16. There is a gymnasium attached to the institution. Cricket, lawn-tennis, and badminton were also played. The grant was Rs. 18,000, and the expenditure was Rs. 15,265.

269. Besides the Madrassas noticed above, there are a good many institutions bearing the name in different parts of Bengal, intended primarily for the benefit of Muhammadans. In the Burdwan Division the Madrassa attached to the Burdwan Raj College deserves special mention. It is maintained from the Debottar Fund of the Raj. There are four Madrassas in the Hooghly district, namely, one at Sitapur, conducted on the old lines, and three managed as middle English schools. The Midnapore Madrassa is properly an Anglo-Persian School. There are three middle English schools for Muhammadans in the Presidency Division, also called Madrassas. The Madaripur Madrassa in Faridpur had 87 Hindu pupils in the Anglo-Vernacular section, and its Arabic Department had 36 pupils. In the Chittagong Division the Shahi Mirpur Madrassa had 185 pupils, of whom 150 read Arabic or Persian. The Sitakund, Fatikchari, and Hussainia Madrassa may also be mentioned. In the Patna Division the Sasaram Madrassa and the Madrassa Imamia at Muzaffarpur deserve special notice. The latter is supported from an endowment yielding Rs. 1,200 a year, but it does not teach to any departmental standard. In the Bhagalpur Division is the Dilalpur Madrassa, supported entirely from private subscriptions. In Orissa there are six middle schools for the benefit of Muhammadans. The Purulia Madrassa in Chota Nagpur is an upper primary school with a Persian class. Most of the Madrassas noticed above do not attempt to teach Arabic or Persian up to a high standard.

270. Special graduate, senior and junior scholarships have been created of late years for the benefit of Muhammadans desirous of pursuing a collegiate course of instruction. There are also scholarships debitable to the Mohsin and to other Trust funds. The following statement shows the distribution of these special scholarships, and also the ordinary junior and senior scholarships which were carried off by Muhammadans in open competition with students of other persuasions:—

	Description of scholarship.	Number of scholarships awarded.	REMARKS.
1	2	3	4
1	Mohsin Graduate Scholarships (*a*)...	2	(*a*) Of the value of Rs. 25 each.
2	Madrassa ditto ditto ...	3	Of Rs. 20 a month each
3	Mohsin Senior Scholarships (*b*) ...	5	(*b*) One of Rs. 16, two of Rs. 14, and two of Rs. 12 each.
4	Special Senior ditto (*c*) ...	20	(*c*) Ten of Rs. 10 each and ten of Rs. 7 each.
5	Endowed Scholarships (*d*) ...	3	(*d*) One of Rs. 15, one of Rs. 11, and one of Rs. 10.
6	Government Senior Scholarships ...	2	
7	Ditto Junior ditto ...	9	
8	Mohsin Junior Scholarships (*e*) ...	8	(*e*) Two at Rs. 10 and six at Rs. 8 each.
9	Special do. ditto (*f*) ...	20	(*f*) At Rs. 7 each.
10	Endowed Junior Scholarships ...	6 (*g*)	(*g*) At Rs. 10 each.
	Total ...	78	

Besides these, eight prizes at Rs. 20 and two at Rs. 12 were awarded to meritorious Muhammadan pupils.

271. The two Muhammadan Assistant Inspectors urge the expediency of creating special middle scholarships for their co-religionists, as they are believed to lag behind the others in the race. The proposal does not stand on the same solid ground as that for the creation of University scholarships, inasmuch as it is chiefly in the later stages of instruction that the need for special encouragement arises. The same object has been partially gained by the provision that was made

MUHAMMADAN EDUCATION.

during the year for the award to Muhammadan pupils of a number of free-studentships in middle and high schools under public management, up to a limit of 8 per cent. of the total number on the rolls and of 12 free-studentships in any one school. This measure will confer very tangible benefits on Muhammadan boys desirous of reading in secondary schools. Several District Boards have lately taken further steps in the direction of promoting Muhammadan education. Stipends have been granted to maktabs in Burdwan, Shahabad, Saran, Monghyr, and Malda, as well as in some other districts. Lower primary scholarships have also been specially reserved for Muhammadan candidates in two districts, namely, two in Birbhum and four in Saran; and others are likely to follow their example. The Bhagalpur District Board, however, while admiting the necessity of promoting Muhammadan education, declared its inability to make additional provision for the purpose without a special grant from Government.

I close this section of the report with an extract from the report of Maulavi Muhammad Ibrahim, B.A., Muhammadan Assistant Inspector for Bihar:—

"The educational drawbacks of the Muhammadans have been, to a great extent, removed. Of the existing ones, the absence of Urdu text-books, corresponding to the Hindi ones prescribed for the different departmental examinations for subjects other than literature, has been the chief cause of the Muhammadans not regarding middle and primary education, imparted by the Department, with that degree of interest which is due to it. Babu Bhagavati Sahai, M.A., Deputy Inspector of Schools, Monghyr, has very aptly remarked:—'If the book-makers do not find it profitable to supply the want, an optional course, consisting of such text-books in those subjects as are in Urdu, should be prescribed for Muhammadan candidates.' I will submit a report on this subject shortly."

X.—EDUCATION OF ABORIGINAL AND BACKWARD RACES.

EDUCATION OF ABORIGINAL AND BACKWARD RACES.

272. Besides 2,449,809 souls classified according to religion under the term "animistic" in the last census report of the Province (exclusive of Kuch Bihar, Hill Tippera, and the Tributary States of Chota Nagpur), members of the various aboriginal races are represented under the three following religious denominations, namely, Hinduism, Christianity, and Buddhism. There is in the Divisions of Chota Nagpur and Bhagalpur a large aboriginal population professing Christianity, while the Mughs and other eastern aborigines chiefly profess Buddhism.

273. One large division of the aboriginal races is the Kolarian group, including (1) the Sonthals of Maurbhanj, Midnapore, Manbhum, Hazaribagh, the Sonthal Parganas, Birbhum, and the adjoining tracts, (2) the Mundas or Munda Kols of Lohardaga, and (3) the Hos or Larka Kols of Singhbhum. The Dravidian races are represented by the Uraons of Lohardaga and other parts of Chota Nagpur, and the Paharias in the Sonthal Parganas. The eastern aborigines include the Indo-Tibetan, the Indo-Chinese, and the Indo-Burmese, who occupy the eastern and south-eastern frontier of Bengal, including the Garo, Khasi, Kuki, Naga, Tippera, Chakma, Lushai, and other tribes. Besides the Kolarian and Dravidian races, there are various aboriginal tribes in Chota Nagpur, such as the Khararias, Bhuniyas, and Gunjas in Lohardaga, and the Tamarias and Bhuniyas in Singhbhum.

274. The following table shows the distribution of pupils of aboriginal races in each division:—

Division.	Number of Pupils attending different Classes of Schools on the 31st March 1894.								Creed of Pupils of Aboriginal and Backward Races.			
									1893-94.		1892-93.	
	High English.	Middle English.	Middle vernacular.	Upper primary.	Lower primary.	Girls'.	Special and private.	Total.	Christians.	Non-Christians.	Christians.	Non-Christians.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	...	1	20	107	3,220	20	217	3,585	287	3,298	211	3,215
Presidency	1	...	3	15	128	4	...	151	4	147	14	72
Calcutta	10	2	1	...	27	138	12	190	170	20	124	51
Rajshahi	54	2	1	27	525	9	62	680	280	400	243	418
Dacca	...	38	1	61	435	57	6	598	86	512	62	443
Chittagong	49	1	6	96	619	69	39	879	2	877	1	877
Patna	2	...	...	...	215	...	79	296	3	293	2	251
Bhagalpur	22	10	32	465	5,137	398	133	6,197	776	5,421	1,906	5,225
Orissa	...	...	13	52	355	82	...	452	34	418	63	235
Orissa Tributary Mahals...	2	10	5	116	1,080	5	282	1,518	28	1,490	30	1,590
Chota Nagpur	96	613	248	1,597	17,105	1,185	182	21,026	3,564	17,462	3,307	14,872
Total ...	236	686	330	2,536	28,855	1,917	1,012	35,572	5,234	30,338	4,963	26,749
									35,572		31,712	
Total for 1892-93 ...	291	583	319	2,202	25,745	1,721	851	31,712	4,963	26,749	4,963	26,749
									31,712		31,712	

There was an increase of 3,860 pupils, the Christians having advanced by 271 and the non-Christians by 3,589. All classes of schools except high English schools have returned a larger number of pupils, the lower primary schools, as might be expected, showing the largest increase (3,110). The loss in high schools is explained by the circumstance that on the introduction of fees for aborigines in the Ranchi Zilla School, 43 of their number transferred themselves to other institutions. This order has since been withdrawn.

275. The largest number of aborigines under instruction is returned from the Chota Nagpur Division with its 21,026 pupils, the Bhagalpur Division coming next with 6,197, and the Burdwan Division occupying the third place with 3,585 pupils. The Orissa Tributary Mahals returned 1,518 pupils. In the other tracts the numbers are not large enough to call for detailed examination. The Bhagalpur Division shows a slight falling off (from 6,231 to 6,197), and the Orissa

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Tributary Mahals from 1,620 to 1,518, while the Burdwan Division shows an increase of 159 and the Chota Nagpur Division of 3,447 pupils. The gain in the last-named Division has been brought about by an increase of 136 pupils in Hazaribagh, of 923 in Lohardaga, and of 2,737 in Singhbhum, attended by a loss of 151 pupils in Palamau and of 198 in Manbhum. The large increase in Singhbhum is attributed by the Deputy Inspector to the abundant harvest in Dalbhum, where numerous Sonthal schools sprang up. The decrease in Palamau and Manbhum is ascribed to the closing of inefficient outlying pathsalas. It appears from a statement furnished by the Assistant Inspector that the number of aboriginal pupils in Chota Nagpur has advanced from 13,599 in 1885 to 21,026 in 1894.

276. The subjoined statement contains some particulars regarding the schools under the different Missions working in Chota Nagpur:—

Designation of Mission.	Schools.		Pupils.						Expenditure.							
			1892-93.			1893-94.			1892-93.				1893-94.			
	1892-93.	1893-94.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Government.	Mission fund.	Municipal fund.	Total.	Government.	Mission fund.	Municipal fund.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Berlin Evangelical ...	46	70	1,125	315	1,440	1,486	456	1,942	3,190	17,944	...	21,143	3,348	15,037	...	18,385
S. P. G. (Anglican) ...	33	42	988	291	1,279	1,141	221	1,362	2,720	7,240	36	10,005	2,667	7,330	72	10,069
Free Church	48	45	735	138	873	953	112	1,065	3,110	4,383	...	7,493	3,079	6,346	.	9,425
St. Xavier's	3	5	257	51	308	284	58	342	234	3,168	...	3,402	234	2,455	...	2,689
Dublin University ..	1	1	20	.	20	15	3	18	10	10		20	10	...	...	10
Total ...	136	163	3,125	795	3,920	3,879	850	4,729	9,282	32,745	36	42,063	9,338	31,168	72	40,578

The number of schools advanced from 136 to 163, and their pupils from 3,920 to 4,729. The largest increase took place under the Berlin Mission, namely, 24 schools and 502 pupils. The Free Church schools were reduced by three, but their pupils increased by 192.

277. The elementary schools for the children of labourers employed in the coal mines at and about Giridih advanced from 21 to 32, and their roll-number from 1,072 to 1,500. Of the 32 schools of the year, 30 were for boys and 2 for girls. Three of these institutions again were upper and 29 lower primary schools. Four of the lower primaries were night schools for adults. One was a technical school, in which 25 boys were trained to be carpenters, blacksmiths, and fitters.

Classified according to their race and creed, 976 of the total number of pupils attending these schools were low-caste Hindus, 460 Muhammadans, 3 Native Christians of aboriginal birth, 17 non-Christian Sonthals, and 44 Kols.

The cost of these schools during the year was Rs. 2,589, of which the share borne by the State was Rs. 1,253. The local contributions amounted to Rs. 1,336, most of which was paid by the Railway Coal Company and their better-class employés. In the previous year the total expenditure was Rs. 1,866, of which Rs. 1,120 were paid by Government and Rs. 746 obtained from private sources. There is an inspecting pandit on a salary of Rs. 15 a month to supervise the working of these schools. Rs. 6 of his salary are paid from Provincial funds and the rest from private sources.

There were 11 candidates during the year from these schools for the upper primary scholarship examination, of whom 6 were successful. In the year preceding, the number of competing and of successful pupils was 2 and 1 respectively. The result thus shows an improvement. At the lower primary examination, 112 candidates competed from these schools and 40 were successful. Of the successful candidates of the year, four are reported to have been aborigines.

The schools are doing work of the most useful kind among a neglected and backward class of the people, under the supervision of a local Committee of which Dr. Saise is the President.

EDUCATION OF ABORIGINAL AND BACKWARD RACES.

278. The following table compares the results of the Entrance and the departmental examinations, so far as aboriginal pupils are concerned:—

Division.	1893.						1894.					
	Entrance Examination.	Middle scholarship examination from middle English schools.	Middle scholarship examination from middle vernacular schools.	Upper primary scholarship examination.	Lower primary scholarship examination.	Total.	Entrance Examination.	Middle scholarship examination from middle English schools.	Middle scholarship examination from middle vernacular schools.	Upper primary scholarship examination.	Lower primary scholarship examination.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan ...	...	...	...	8	14	22	...	...	2	*7	30	39
Presidency ...	...	...	...	...	...	...	...	...	...	...	...	...
Calcutta ...	...	...	...	...	...	...	...	...	...	...	...	...
Rajshahi ...	...	...	...	...	...	...	...	...	...	...	...	...
Dacca ...	...	...	...	...	4	4	...	...	...	1	2	3
Chittagong ...	...	...	...	...	2	2	1	...	...	...	4	5
Patna ...	...	...	...	...	1	1	...	...	...	...	...	...
Bhagalpur ...	...	1	2	15	205	223	...	...	4	12	140	156
Orissa ...	...	...	...	...	...	...	...	...	...	...	7	7
Orissa Tributary Mahals.	...	...	...	2	15	17	...	...	...	...	18	18
Chota Nagpur...	2	11	4	27	221	265	1	6	5	16	206	234
Total ...	2	12	6	52	462	534	2	6	11	*36	407	462

* Including one passed from a guru-training class.

The total number of passes of all descriptions decreased by 72. The middle examinations show a falling off of one, while the number of upper primary passes declined by 16 and of lower primary passes by 55. The falling off is attributed by one of the reporting officers to the prevalence of fever in the months of the scholarship examination.

It is to be noted that 12 aboriginal pupils are now borne on the rolls of colleges, four being in the Free Church Duff College and eight in St. Xavier's College. Eight of these students are returned as Christians.

XI.—INDIGENOUS EDUCATION.

INDIGENOUS EDUCATION.

279. This section treats of private institutions, namely, those which do not conform to any particular departmental standard, but adhere to the indigenous modes of teaching handed down by tradition.

The following table gives the statistics of indigenous schools in each division:—

Division.	Advanced.				Elementary.				Teaching the Koran only.		Other Schools.				Total.	
	Arabic or Persian.		Sanskrit.		For boys.		For girls.				For boys.		For girls.			
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Burdwan	33	385	225	1,627	32	231	...	...	44	509	16	271	...	...	350	3,023
Presidency . ..	2	25	69	700	16	157	1	9	2	21	...	...	...	...	90	912
Calcutta	...	...	9	82	...	...	..	...	75	1,122	...	...	...	...	84	1,204
Rajshahi	54	731	28	237	62	619	3	21	96	976	...	..	..	.	243	2,584
Dacca	84	1,596	434	3,605	663	3,585	31	138	2,474	25,847	1	46	59	318	3,740	35,135
Chittagong	88	2,404	113	1,019	281	3,936	22	204	2,188	32,690	36	681	1	40	2,729	40,944
Patna	602	5,952	796	9,269	1,685	12,175	4	15	256	2,183	151	1,269	3	65	3,497	30,928
Bhagalpur	295	2,577	160	1,261	754	4,658	3	21	102	994	25	303	6	339	1,345	10,153
Orissa ...	40	668	63	575	1,142	7,139	...	...	8	99	7	78	...	...	1,260	8,559
Orissa Tributary Mahals	...	...	6	93	116	728	.	...	3	51	6	36	...	...	131	908
Chota Nagpur ...	27	350	13	147	83	586	1	8	3	89	...	...	...	...	127	1,180
Total ...	1,225	14,688	1,916	18,615	4,834	33,814	65	416	5,251	64,551	242	2,684	69	762	13,602	135,530
Total for 1892-93	1,217	14,812	1,796	17,915	4,784	33,710	100	614	5,219	63,659	286	3,473	71	806	13,473	134,989

The above shows an increase of 129 schools and of 541 pupils. As compared with previous years, the fluctuations are too small to require any detailed explanation. There was a gain of schools in Calcutta and in the Chittagong, Patna, Bhagalpur, and Orissa Divisions, and there was some loss in the Burdwan, Presidency, Rajshahi, Dacca, and Chota Nagpur Divisions, and in the Tributary Mahals of Orissa. The gain was the largest in Patna (of 169 schools), Orissa (of 117 schools), and Bhagalpur (of 66 schools), while the loss was heaviest in Dacca (of 191 schools). Taking all the Divisions together, the Sanskrit tols have gained most, both in number and strength, showing an increase of 120 schools and of 700 pupils over the preceding year's figures; and next to them stand the elementary schools for boys, the Koran schools, and the advanced schools for teaching Arabic and Persian, which increased by 50, 32, and 8 respectively. The Dacca Division, in spite of its loss of 191 private institutions, gained as many as 45 Sanskrit tols during the year, all in the district of Faridpur. All the private institutions in the Chittagong Division, except 113 tols and 37 kyoungs, are for the education of Muhammadans.

280. *Advanced Arabic or Persian Schools.*—These schools rose by 8, but the pupils attending them declined by 134. The Patna Division gained 64, while the Dacca Division lost 26 schools of this class. The fluctuations in the other Divisions are small. These schools, generally known under the name of *maktabs*, differ from ordinary Koran schools only in this respect, that in addition to learning the Koran by rote, the pupils read a little Arabic or Persian prose and poetry and sometimes grammar. The school is generally held in the outhouse of some well-to-do villager, who feeds the *mianji* (teacher), gives him clothes, and perhaps pays him a couple of rupees or so as stipend. The Assistant Inspector of Schools, Chota Nagpur Division, characterises the system of training pursued in these schools as "invariably defective, the pupils being required to commit to memory texts, explanations, annotations, and all." The maktab attached to the Burdwan Raj College deserves special mention as being endowed by a Hindu zamindar for the benefit of his Muhammadan raiyats.

281. *Sanskrit Tols.*—As noticed above, these schools increased by 120, the Dacca and Patna Divisions having the largest accession. These institutions are now being sought out with great care, by reason of the liberal orders of

INDIGENOUS EDUCATION.

Government recently issued for the encouragement of indigenous Sanskrit tols throughout the country. In February 1893 new rules were published by Government for the award of stipends to pupils and teachers, on the results of examination in two standards lower than those fixed for the Sanskrit titles. Fifty stipends of Rs. 2 a month tenable for two years for pupils, and 20 stipends of Rs. 6 and 20 of Rs. 8 a month tenable for one year for teachers, were sanctioned for the examination in the first or lower standard. For the second or higher examination, the stipends sanctioned for pupils were 15 of Rs. 3 a month, 12 of Rs. 4 a month, all tenable for two years each, and three of Rs. 3 a month for Nyaya pupils, tenable for three years. The stipends sanctioned for teachers of this standard are 15 of Rs. 10 a month and 15 of Rs. 12 a month each, tenable for one year. The amount sanctioned for this purpose is Rs. 12,240 a year.

The examinations are conducted by a number of private associations, and the stipends are awarded on the recommendation of the Principal of the Sanskrit College, to whom the results are submitted. The results of the examinations held under this system in 1892-93 were published too late for incorporation in the last report.

282. The following tables summarise the operations of the different associations in this connexion during the last two years :—

Results of the Sanskrit First Examination.

Name of Association.	1893.			1894.			Remarks.
	Number passed.	Number of stipends awarded to—		Number passed.	Number of stipends awarded to—		
		Teachers.	Pupils.		Teachers.	Pupils.	
1	2	3	4	5	6	7	8
Dacca Sarasvat Samaj	60	8	11	51	7	7	
Nadia Vidagdhajanani Sabha	56	8	11	43	4	6	
Calcutta Pandit Sabha ...	70	10	13	63	7	9	
Barisal Dharma Rakshini Sabha	24	3	4	9	1	1	
Bhatpara Pariksha Samaj ...	8	1	2	43	4	6	
Ghatal Sanskrit Samiti ...	33	4	5	68	8	10	
Boalia Dharma Sabha ...	8	1	2	2	..	1	
Bihar Sanskrit Sanjivan .	9	1	2	7	3	1	
Puri Jagannath Samiti ...	...	...	...	43	4	6	
Rangpur Dharma Sabha ...	...	...	.	10	1	1	
Orissa Sanskrit Samiti ..	...	...	.	11	1	2	
Total ..	268	36	50	350	40	50	

Results of the Sanskrit Second Examination.

Name of Association.	1893.			1894.			Remarks.
	Number passed.	Number of stipends awarded to—		Number passed.	Number of stipends awarded to—		
		Teachers	Pupils.		Teachers.	Pupils.	
1	2	3	4	5	6	7	8
Dacca Sarasvat Samaj ..	16	5	5	9	4	2	(a) Exclusive of special stipends.
Nadia Vidagdhajanani Sabha	31	6	9	36	7	7	
Calcutta Pandit Sabha ..	20	4	5	23	5	5	
Bhatpara Pariksha Samaj .	9	3	3	15	3	5	
Ghatal Sanskrit Samiti ...	10	2	2	21	4	5	
Boalia Dharma Sabha	8	2	2	1	..	1	
Bihar Sanskrit Sanjiban ...	18	4	4	12	4	2	
Puri Jagannath Samiti ..	...	...	...	6	1	2	
Rangpur Dharma Sabha ..	...	...	...	2	1	...	
Orissa Sanskrit Samiti	...	...	...	...	...	..	
Barisal Dharma Rakshini Sabha	1	...	..	4	1	1	
Total	113	26 (a)	30	129	30	30	

Under authority of the Notification issued by Government in 1893, the associations which were newly recognised during the year were (1) the Dharmarakshini Sabha of Barisal, (2) the Jagannath Samiti of Puri, and (3) the Sanskrit Samiti of Orissa (Cuttack). An association was also organised at Balasore, but it was not brought into working order during the year. None of the Orissa associations have, however, yet displayed much activity, according

to the report of the Temporary Inspector of Schools, who is Secretary to the Orissa Samiti. He observes that the difficulty already felt in punctually realising subscriptions does not augur well for the future success of the movement.

283. Under existing arrangements, the stipends are drawn by the Deputy Inspector of the district in which the recipients live, and are paid to them by that officer. It has been pointed out that the pupils, as yet little accustomed to departmental restraints, often leave school without notice, thereby causing no little difficulty in drawing their stipends. When they leave the district, which is not unfrequently the case, the difficulty is increased, as one Deputy Inspector does not know how much the other Deputy Inspector has drawn and paid. It will probably be necessary to subject the pupils to the same rules and regulations as control the transfer of scholarships in public institutions.

284 The subjoined statement shows, division by division, the expenditure incurred from Provincial revenues under the above rules for stipends to tol-pupils and their teachers during the year under report :—

Division.	Rs.
Burdwan	...
Presidency	1,060
Calcutta	429
Rajshahi	...
Dacca	960
Chittagong	174
Patna ... ... }	546
Bhagalpur ... . }	
Orissa	...
Orissa Tributary Mahals	...
Chota Nagpur	...
Total	3,169

This amount, together with the five salary stipends created by the Resolution of March 1892, costing Rs. 3,360 a year, the annual grant of Rs. 2,400 for the pupils at Navadip, and the sum of Rs. 1,700 paid for conducting the Sanskrit title examinations and for the payment of rewards and prizes on their results, makes up Rs. 10,629 in all, the total outlay during the year from Provincial revenues for the encouragement of Sanskrit learning in tols. The grant on account of rewards, as shown in the table above, is expected to be much higher during the current year, the grants for the year under report having been sanctioned from September 1893.

285. The Sanskrit title examinations were held simultaneously in February last at Calcutta, Bankipore, Dacca, Puri, Boalia, and Rangpur. There were no candidates at the Cuttack, Barisal, and Darbhanga centres. The number of candidates was 121, against 134 in the preceding year, of whom 40, or 33 per cent, passed, the percentage of success at the previous examination having been only 23. It is to be regretted that none of the candidates for titles in Hindu Logic, Vedanta, and Sankhya succeeded in passing the examination. The total cost of the examination, inclusive of the prizes and rewards given to successful pupils and their teachers, was Rs. 1,956, of which Government paid its usual grant of Rs. 1,700, and the balance was raised from fees paid by the candidates.

286. The most noteworthy event in the history of Sanskrit education in recent years is the creation of a munificent trust of a lakh and sixty thousand rupees, yielding an income of Rs. 8,000 a year. by the late Babu Bhudeb Mukherjea, C.I.E., who, after a distinguished career in the Bengal Educational Service, continued until his death in May last to occupy a prominent and honoured position in Native society by virtue of his profound erudition and genuine philanthropy. The Government has already given cordial expression to its sense of his liberality; and it is satisfactory to record that the donor lived to set the fund in working order, and to award a number of stipends of the value of Rs. 50 each per annum to some of the deserving pandits of the country. The object of the endowment is to encourage Sanskrit learning, in the furtherance of which Government has closely interested itself. Under the terms of the trust-deed executed by the donor, one-fifth of the annual income is to be reserved for investment and addition to the fund, and after meeting certain fixed charges, such

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as the maintenance of the Visvanath Chatuspathi and of a charitable Ayurvedic and homœopathic dispensary, the publication of useful Sanskrit works and so on, in all amounting to a maximum of Rs. 2,620 a year; the remainder is to be devoted to the payment of stipends to selected teachers of *Sruti*, *Smriti* and *Darsan*, at a rate of not less than Rs. 50 a year each, and to selected students of the same subjects at a rate of not less than Rs. 30 a year each. The teachers and students are to be selected as a rule from all parts of Bengal, Bihar, and Orissa; but students from other parts of India may be admitted to the benefits of the trust if found deserving, and special preference is to be given to those who intend to study the Vedanta at Benares, Nasik, or other places famous for that branch of Sanskrit learning. It was further provided that in the event of the failure of the trustees, the Local Government might take possession of the trust fund and carry out the conditions of the trust.

287. Besides the Visvanath Chatuspathi, mentioned above, the following tols also deserve special mention as being wholly or partially supported by private liberality:—

In the Presidency Division the Mulajor tol in the 24-Parganas is maintained out of the endowment of a lakh of rupees made by the late Prasanna Kumar Tagore, C.S.I., of Calcutta. It had an attendance of 78 pupils at the close of the year. The Victoria Jubilee tol at Berhampore is supported by Srimati Arnakali Debi of Kasimbazar at a cost of over Rs. 3,000 a year, each of the pupils receiving a stipend of Rs. 4 a month from that lady. The Rajarampur tol in the Dinajpur district gets a substantial grant from the Maharaja of Dinajpur, in addition to a monthly stipend of Rs 5 from the District Board. The Puri Sanskrit School in the Orissa Division, founded by the Maharaja of Balarampur, was attended by 57 pupils, of whom 30 were in receipt of stipends varying from Re. 1 to Rs. 3 a month. Besides the proceeds of an endowment of Rs. 13,000, it gets an annual grant of Rs. 1,300 from the Balarampur estates and a grant of Rs. 30 a month from Government. The Sriram Chandra tol at Balasore, which was attended by ten pupils on the 31st March last, owes its existence to the liberality of the Chief of Maurbhanj, who has promised to pay Rs. 1,600 a year towards its maintenance. The Dhenkanal and Khondpara tols in the Orissa Tributary Mahals have also been reported as doing useful work. They are supported by the local Chiefs.

A few other institutions, such as the Burdwan Raj Sanskrit College, the Sanskrit schools at Tikari, Hatwa, and Dumraon, may also be mentioned in this connexion. A full report on their constitution and working is wanting.

288. In concluding this part of the report, I have to record a great loss to Sanskrit learning in Bengal in the death of Mahamahopadhyaya Bhuban Mohan Vidyaratna of Navadip, which took place during the year under report. This profound scholar, who was long regarded as the head of the Navadip Pandits, and as such of Bengal, enjoyed until his death the Nyaya stipend of Rs. 100 a month from Government. This stipend has now been given to Pandit Jadunath Sarbabhauma, Pandit Jaynarayan Tarkaratna being elected to the second Nyaya stipend of Rs. 50 a month, rendered vacant by Pandit Jadunath's promotion.

289. *Elementary Schools.*—These schools teach "a vernacular only or mainly," and have generally less than ten pupils each. It is not in all cases, however, that they do not conform to the departmental standards. Under the existing rules, primary schools having an attendance of less than 10 pupils are ineligible for any reward, and are classified under the head of elementary private institutions It is for this reason that, in spite of the gradual expansion of the departmental system, these schools now and then show a small increase instead of gradually disappearing, as would otherwise be the case.

290. *Koran Schools.*—The character and functions of these so-called schools have been so fully described in previous reports that it is hardly worth while to devote any space to them again. Out of a total of 5,251 schools returned under this head, as many as 4,662 exist in the Dacca and Chittagong Divisions. They have hardly any importance from an educational point of view, as no secular instruction is given in most of them. "The Muhammadans," writes the Assistant Inspector of Schools, Chittagong Division, "think it a respectable thing to keep a *mianji* in their house, who teaches the children of the family and of their neighbours to learn to say their prayers. These institutions have been kept on in the returns in the hope of their introducing Bengali

and arithmetic. Where the *mianjis* know a little of these branches, they are not unwilling to teach them; but the vast majority of these men are ignorant people, and there is no hope of their ever giving any secular education." INDIGENOUS EDUCATION.

291. The "other schools" are schools which do not fall under any of the preceding categories, but which are nevertheless regarded as places of instruction. No such schools have been returned from Calcutta and from the Presidency, Rajshahi, and Chota Nagpur Divisions, and of those returned from the other Divisions, hardly any information has been furnished in the reports except as regards the schools in the Chittagong and Orissa Divisions. The Chittagong schools are, with a single exception, all *kyoungs*, which will be dealt with in the next paragraph. Of the seven schools returned from Orissa, three are attended by Telugu children, and four are schools teaching Hindu ceremonial *mantras*. The "other schools" in the Tributary Mahals are attended exclusively by the children of the Raj families.

292. *Kyoungs.*—Thirty-six schools have been returned from the Chittagong Division, against 45 in the preceding year. Two schools in the Hill Tracts ceased to work during the year, and seven in Chittagong were not returned, the kyoung examiner having failed to visit them. As noticed in previous reports, these schools are attached to Buddhist monasteries; the *phoongyees* or head monks are the teachers; they charge no fees and observe no uniformity of standard. The languages taught are Burmese and Pali.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER SCHOOL LITERATURE

XII.—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER SCHOOL LITERATURE.

293. As stated in previous reports, the preparation of school books having for the past forty years been left entirely to private enterprise, the chief duty of the Education Department has been to make its selection out of the very large number of publications offered for its acceptance. This duty has, since 1875, been entrusted to the Central Text-book Committee, which now consists of 19 members with the Hon'ble Mr. Justice Guru Das Banerjea, M A , D.L., as President, and the Inspector of Schools, Presidency Circle, as *ex-officio* Member and Secretary.

294. During the year under report two distinguished members of the Committee, namely, Nawab Abdul Latif Bahadur, C.I.E., and Rai Bankim Chandra Chatterjea Bahadur, C I.E., B.L., were removed by death. In their place have been appointed the Hon'ble Maulvi Serajul Islam, Khan Bahadur, B.L., Mr. Ananda Mohan Bose, M.A. (Calc. and Cantab.), Barrister-at-Law, Dr. Prasanna Kumar Rai, D.SC. (Lond. and Edin.), and Mr. Jagadis Chandra Bose, B.A. (Cantab.) B.SC. (Lond). These gentlemen not only represent the educated and advanced classes of the community, but also the important Divisions of Dacca and Chittagong, of which they are natives.

295. The Committee has sustained, since the close of the year, a severe loss in the death of their venerable President, Babu Bhudeb Mukherjea, C.I.E., who, during his nearly 20 years' connexion with their body as a member, rendered them valuable assistance by his mature judgment and sound scholarship. The Department is fortunate in having for his successor a gentleman whose learning and reputation will lend authority to the decisions of the Committee.

296. The Committee received for examination during the year 223 books on different subjects, besides two books awaiting final disposal at the close of the preceding year. Of these 94 were approved for various purposes, and 131 were rejected. The Committee met nine times during the year for the disposal of business, and there were also several meetings of the different Sub-Committees appointed from time to time for the consideration of special subjects. The most important Sub-Committee is that which is engaged in re-examining the books already on the authorised list for middle schools, with a view to the elimination of those works which have become obsolete, or are otherwise unsuitable for schools. The members have examined most of the books, and the final submission of their report to the general Committee is expected in the current year. Until the work of the Revision Committee is brought to a close, there is a difficulty in preparing and issuing authorised lists of text-books for high and primary schools—a duty that was cheerfully undertaken by the Committee at my request, though it threw much additional work on the members, whose current duties were by no means light.

297. Besides the Central Text-book Committee sitting at Calcutta for the examination of English, Sanskrit and Bengali books for the whole of the Province, there are Branch Committees for Bihar and Orissa. The Officiating Inspector of Schools, Bihar Circle, reports as follows:—

"During the year under review books to the number of 111 (Hindi and Urdu) were circulated for opinion to the members of the Committee, and 53 books carried over from last year were dealt with by the Committee during the year. A general meeting of the members of the Committee will be held in July or August of this year, and I shall avail myself of the opportunity of this meeting to submit, for the consideration of the members, some important alterations in the existing system under which books are now selected, and which has always appeared to me a far too complex and cumbrous one. The prize list will be revised after the meeting, and a supplementary list of text-books will be issued at the same time.

The Temporary Inspector of Schools, Orissa, writes:—

"The Orissa Text-book Committee at present consists of 16 members, of whom only four belong to the Education Department. Forty-four English and six vernacular books and three maps were submitted by authors for examination In respect of English publications, the Orissa Text-book Committee merely adopts the lists published by the Central Text-book Committee. Amongst the English books presented for examination there were several which had been inserted in the Central Committee's lists. These were adopted by the Committee without further examination. Of the six Uriya books, four which were favourably

reported on by the majority of the members, were adopted for use. The other two are still under examination. The Committee also examined three vernacular books which had long been in use, but to which exception was taken by certain experienced teachers on the score of many grave inaccuracies by which they were disfigured. A detailed list of these inaccuracies was prepared and furnished to the authors concerned, with instructions to revise their books accordingly. Want of suitable books in Uriya prose and poetry is a crying defect in connection with the Cuttack Training School."

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER SCHOOL LITERATURE.

298. The Calcutta School Book Society, with which was amalgamated in March 1891 the Society for the Diffusion of Useful Literature, still serves as the chief medium for the distribution of books in the country through its numerous agencies. The Society exercises a healthy influence over the prices of imported books in Calcutta, which, in the hands of ordinary shop-keepers, have a tendency to advance when the supply from any cause falls short of the demand. During the year the Society sold in Calcutta, and by means of its agencies in the mufassal, 187,894 books valued at Rs. 75,668.

DARJEELING,
The 6th October 1894.

A. CROFT,
Director of Public Instruction.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools, and Scholars in the Lower Provinces of Bengal at the end of the official year 1893-94.

(For details—*see* General Table III.)

Area and Population.			Colleges, schools and scholars.	Public Institutions.							Private Institutions.				Grand Total.	Percentage of—	Remarks.
				University education.		School education, general.		School education, special.		Total of public institutions.							
Total area in square miles.	Number of towns and villages.*	Population.		Arts Colleges	Professional Colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools		Advanced.	Elementary.	Teaching the Koran only	Other schools not conforming to departmental standards.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
165,930	Towns .. 147 Villages ... 238,493 Total ... 238,640	Males ... 36,412,749 Females ... 36,630,948 Total ... 73,043,697	Institutions — For males ..	33	16	2,397	47,791	22	302	50,561	3,141	4,834	5,251	242	64,029	Institutions to number of towns and villages.* 26·8	
			Institutions — For females	3	...	66	2,976	8	1	3,054	...	65	...	69	3,188	1·3	
			Institutions — Total ...	36	16	2,463	50,767	30	303	53,615	3,141	4,899	5,251	311	67,217	28·1	
			Scholars ... — Males ...	6,221	1,147	201,961	1,099,595	928	7,318	1,317,190	33,081	33,189	58,339	2,622	1,444,421	Male scholars to male population of school-going age.† 26·4	
			Scholars ... — Females ..	19	10	5,803	90,306	269	50	96,547	222	1,041	6,212	824	104,846	Female scholars to female population of school-going age † 1·9	
			Scholars ... — Total ..	6,240	1,157	207,784	1,189,901	1,197	7,368	1,413,737	33,303	34,230	64,551	3,446	1,549,267	Total scholars to total population of school-going age. † 14·1	

* A town contains 5,000 inhabitants or upwards; a village contains less than 5,000 inhabitants.
† The population of school-going age is taken as 15 per cent. of the whole population.

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the Lower Provinces of Bengal for the official year 1893-94.

(For details see General Table IV.)

	Total direct expenditure on Public Instruction.							Total indirect expenditure on Public Instruction.									Total expenditure on public instruction.	Remarks.
	University education.		School education, general.		School education, special.													
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.	Buildings.	Furniture and apparatus (special grants only).	Total.	University.	Direction.	Inspection.	Scholarship.	Miscellaneous.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Institutions: For males ...	7,11,192	2,86,507	32,35,131	26,58,233	88,867	3,25,389	73,05,319	2,26,078	10,250	2,36,328	1,39,716	63,873	5,90,337	2,26,171	1,58,579	11,78,676	87,20,323	
1.—Institutions: „ females ...	8,162	...	5,01,990	3,22,848	20,970	1,164	8,55,134	...	...	...	...	...	...	...	...	...	8,55,134	
Total ...	7,19,354	2,86,507	37,37,121	29,81,081	1,09,837	3,26,553	81,60,453	2,26,078	10,250	2,36,328	1,39,716	63,873	5,90,337	2,26,171	1,58,579	11,78,676	95,75,457	
2.—(a) Percentages of Provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction	12·32	9·97	21·52	9·16	3·40	7·33	63·73	8·28	·20	8·49	...	2·7	15·16	7·29	2·38	27·77	100	
(b) Percentages of district fund expenditure included in columns 2—17 to total district fund expenditure on public instruction	...	...	21·52	45·80	·13	1·97	68·73	·29	·25	·54	.		22·17	2·33	6·09	30·71	100	
(c) Percentages of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction	·05	...	31·84	52·75		1·17	85·82	4·34	·34	4·68	..		2·48	·54	6·46	9·48	100	

(*d*) Percentages of total expenditure in columns 2—17 to total expenditure on public instruction	7·51	2·9	39·02	31·13	1·14	3·41	85·22	2·35	·10	2·46	1·45	·65	6·16	2·34	1·65	12·3	100
3.—AVERAGE* ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Government institutions ... Cost to Provincial revenues	142 12 0	328 10 8	13 0 4	4 9 11	113 13 0	39 0 7	38 11 5										
Government institutions ... Cost to district and municipal funds ...	...	...	...	...	1 8 4	0 5 2	0 3 10										
Total cost ...	142 12 0	328 10 8	13 0 4	4 9 11	115 5 4	39 5 9	38 15 3										
Municipal and District Board schools ... Cost to Provincial revenues	24 14 4	...	0 5 11	0 8 11	25 11 7	5 11 9	0 9 5										
Municipal and District Board schools ... Cost to district and municipal funds ...	1 1 3	...	4 1 9	3 6 7	37 7 8	55 13 9	5 3 4										
Total cost ...	25 15 7	...	4 7 8	3 10 6	63 2 10	61 9 6	5 12 9										
Aided institutions Cost to Provincial revenues	20 2 10	...	2 7 2	0 3 8	14 6 3	2 11 9	0 8 2										
Aided institutions Cost to district and municipal funds ...	...	...	1 12 1	0 9 1	...	2 8 8	0 11 2										
Total cost ...	20 2 10	...	4 3 3	0 12 9	14 6 3	5 4 5	1 3 4										
Unaided institutions—Total cost ...	40 12 9	35 3 0	17 14 5	2 2 9	127 5 9	21 15 4	6 13 7										
Cost to Provincial revenues	187 13 2	328 10 8	15 13 5	5 1 6	153 14 10	47 8 1	39 13 0										
Cost to district and municipal funds ...	1 1 3		5 13 10	3 15 8	38 15 7	58 11 7	6 2 4										
Total cost ...	188 14 5	328 10 8	21 11 3	9 1 2	192 14 5	106 3 8	45 15 4										

* The annual cost is calculated on the direct expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

EDUCATION—GEN

Return of Colleges and Schools and of Scholars attending them

Class of Institutions.	Public Institutions. Under Public Management. Managed by Government. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Managed by District or Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Under Private. Aided by Government or by District or Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
University Education. English	11	1,685	1,821	1,653	1	46	49	36	8	1,361	1,296	1,030
Colleges or Departments of Colleges for Professional Training.												
Law	6	61	64	46	1	2	3	2	...	...	...	...
Medicine	1	317	367	357	...	...	...	...	...	...	...	...
Engineering	1	331	277	264	...	...	...	...	...	...	...	...
Total, University Education	19	2,394	2,529	2,320	2	48	52	38	8	1,361	1,296	1,030
Secondary Schools.												
School Education—General. *For Boys—*												
High schools ... English	48	13,397	13,043	10,839	9	2,397	2,335	1,754	174	26,915	26,333	19,777
Middle ... English	5	765	755	637	18	1,536	1,438	1,110	634	45,256	43,423	33,420
Middle ... Vernacular	33	2,705	2,533	1,833	151	8,515	7,990	6,428	808	43,102	40,848	31,338
For Girls—												
High schools ... English	2	252	229	188	...	...	...	...	10	1,185	1,214	1,008
Middle ... English	...	...	...	...	...	...	...	...	20	1,892	1,880	1,578
Middle ... Vernacular	...	...	...	...	1	65	59	32	23	1,470	1,318	1,005
Total, Secondary Schools	88	17,119	16,560	12,997	179	12,513	11,822	9,324	1,669	119,820	115,016	88,126
Primary Schools.												
For Boys—												
Upper primary	10	280	259	151	10	367	330	230	3,529	133,733	124,768	97,480
Lower "	10	285	264	128	12	471	439	334	33,563	815,837	739,295	608,814
For Girls—												
Upper primary	...	...	...	...	2	106	107	66	191	7,983	7,540	5,442
Lower "	...	...	...	...	...	...	...	...	2,404	44,903	41,027	30,562
Total, Primary Schools	20	565	523	279	24	944	876	639	39,687	1,002,456	912,630	737,298
Schools for Special Instruction.												
School Education—Special. School of Art	1	269	233	223	...	...	...	...	...	...	...	...
Training schools for masters	15	599	623	488	1	8	11	6	(e)6	375	371	268
Guru-training classes attached to middle schools	203	820	784	542	1	5	5	4	...	...	...	...
Training schools for mistresses	...	...	...	...	...	...	...	...	6	190	197	187
Medical schools	4	822	858	785	...	...	...	...	...	...	...	...
Survey schools	3	602	610	534	...	...	...	...	...	...	...	...
Industrial schools	3	33	32	30	9	283	283	186	8	236	233	162
Madrassas	7	1,609	1,732	1,171	...	...	...	...	6	341	327	278
Other schools	1	43	32	22	...	...	...	...	((d)11	(d)343	337	263
Total, Special Schools	237	4,797	4,904	3,795	11	296	299	196	37	1,485	1,465	1,153
Total of Colleges and Schools of Public Instruction	364	24,875	24,516	19,391	216	13,801	13,049	10,197	41,401	1,125,122	1,030,407	827,607

Private Institutions ...
1. Advanced, teaching—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
2. Elementary, teaching a Vernacular only or mainly—
   (a) With 10 pupils and upwards ... ...
   (b) With less than 10 pupils ... ...
3. Elementary, teaching the Koran ... ...
4. Other schools not conforming to Departmental Standards ...

(a) Exclusive of the average daily attendance of the Metropolitan
(b) Exclusive of the average number on the rolls monthly and the
(c) Three of these Colleges are for girls and are attended by 19 girls.
(d) Including one school attended by 4 girls.
(e) Including the practising school with 72 pupils attached to th

ERAL TABLE III.

in the Lower Provinces of Bengal for the official year 1893-94.

Management. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of Scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Classification of Scholars on the 31st of March according to Race or Creed. Europeans and Eurasians.	Native Christians (non-aboriginal).	Hindus.	Brahmos.	Muhammadans.	Aborigines. Christians.	Non-Christians.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
16	3,148	3,118	(a)2,212	(c)36	6,240	6,179*	5,150	5	83	61	5,680	51	340	8	4	13	...	..
7	446	(b) 365	(b) 322	14	509	...	...	...	...	3	480	2	24	...	...	...	...	...
...	...	...	...	1	317	...	...	...	79	1	230	1	3	...	...	3	10	...
...		...	...	1	331	...	...	...	38	...	289		4	...	...	...	...	...
23	3,594	3,483	2,534	52	7,397	6,179	5,150	5	200	65	6,679	54	371	8	4	16	10	...
141	35,038	34,410	26,077	372	77,747	75,970	40,869	39,965	1,793	619	66,097	230	8,605	67	169	167	82	...
225	14,105	13,196	10,175	882	61,662	43,351	881	50,643	1,314	470	50,154	20	8,906	511	175	112	336	...
151	8,482	7,862	6,136	1,143	62,804	8,462	167	62,710	5	95	51,304	33	10,750	24	306	287	513	...
3	279	271	235	15	1,716	1,587	563	445	1,158	178	198	152	...	7	...	23	...	180
5	321	310	256	25	2,213	2,213	234	...	2,146	55	7	2	1	1	...	1	...	407
2	107	98	91	26	1,642	377	...	1,642	2	499	959	23	17	141	1	...	...	112
527	58,332	56,147	43,570	2,463	207,784	131,960	42,714	164,405	6,418	1,916	168,719	460	28,279	751	651	590	931	699
222	7,426	6,689	5,322	3,771	141,806	2,005	848	141,414	315	286	106,038	23	32,063	353	2 183	545	3,609	...
10,435	172,152	152,026	126,253	44,020	988,745	762	55,442	982,991	2	2,464	667,433	113	288,443	2,971	25,884	1,445	29,413	...
15	541	497	368	208	8,630	774	4	8,083	519	632	6,789	35	175	437	21	22	...	401
364	5,997	5,400	4,142	2,768	50,810	205	1,442	50,710	40	1,670	41,298	54	6,395	473	836	44	.	1,695
11,036	186,026	164,612	136,085	50,767	1,189,991	3,746	57,736	1,183,198	876	5,042	821,558	225	327,076	4,234	28,924	2,056	33,052	2,096
...	...	...	...	1	269	...	..	...	4	2	235	6	22		...		...	...
...	...	...	...	22	982	52	453	979	...	81	600	8	32	147	99	15	56	...
14	82	73	55	218	907	20	20	907	...	.	704	1	137	20	42	3	...	...
2	25	21	23	8	215	70	...	215	...	151	26	...	..	29	9	...		2
6	608	611	328	10	1,430	282	...	1,1[illegible]8	5	28	1,229	12	148	2	...	6	29	...
...	...	...	..	3	602	159	...	443	...	...	510	1	89	1	...	1	...	...
6	213	220	164	26	765	81	...	574	1	95	463	4	162	30	10	...	...	...
15	859	838	681	28	2,809	978	2,317	837	...	...	16	...	2,793	...	...	...	17	...
5	200	172	153	17	586	1	354	302	1	4	542	1	38	...		...	..	...
48	1,987	1,936	1,404	353	8,565	1,643	3,144	5,405	11	361	4,325	33	3,421	229	160	25	102	2
11,634	249,930	226,178	183,593	53,615	1,413,737	143,528	108,744	1,353,013	7,505	7,38[illegible]	1,001,281	772	359,147	5,222	29,739	2,687	34,005	2,797
...	...	...	...	1,225	14,638	25	14,109	620	...	...	2,394	...	12,294	...	...	...	214	...
...	...	...	...	1,916	18,615	...	18,604	31	...	1	18,609	...	5	...	...	...	8	...
...	...	For boys	...	638	9,270	5	2,174	8,852	...	...	4,030	...	5,170	6	52	12	305	...
		,, girls	...	11	132	...	40	132	...	...	12	...	120	...	...	...	.	...
...	...	For boys	...	4,196	24,544	11	1,200	24,253	...	20	19,053	...	4,068	14	483	6	326	...
		,, girls	...	54	284	7	61	280	...	8	193	...	83	...	...	...	...	6
...	...	...	...	5,251	64,551	...	64,530	191	...	...	1	...	64,550	...	...	..	6,212	...
...	...	For boys	...	242	2,684	286	933	2,062	...	3	1,333	...	667	...	38	643	85	...
		,, girls	...	69	762	10	...	752	...	13	652	1	26	...	30	40	...	23
		Total	...	13,602	135,530	344	101,651	37,173	...	45	47,177	1	86,983	20	603	701	7,150	29
		GRAND TOTAL	...	67,217	1,549,267	143,872	210,395	1,390,186	7,505	7,429	1,048,458	773	426,130	5,242	30,342	3,388	41,245	2,826

Institution and Bishop's College. * 20 pupils have taken up French also.
average daily attendance of the Law class attached to the Metropolitan Institution

Kalimpong Training School.

Return of Expenditure on Public Instruction in the Lower

PUBLIC

Objects of Expenditure.	Under Public Management.													
	Managed by Government.							Managed by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees, including ⅓rds fees from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including ⅓rds fees from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.														
Arts Colleges.														
English	2,60,296	...	...	1,57,138	...	13,966	4,31,400	1,220	...	53	2,567	...	2,024	5,864
Colleges or Departments of Colleges for professional training.														
Law	—625*	...	...	6,819	...	82	6,476	...	...	...	230	...	...	230
Medicine	1,75,903	...	...	20,669	...	...	1,96,572	...	...	...	...	...	...	...
Engineering	57,419	...	...	12,965	...	...	70,384	...	...	...	...	...	...	...
Total University Education ...	4,92,993	...	...	1,97,591	...	14,248	7,04,832	1,220	...	53	2,797	...	2,024	6,094
School Education, General.														
Secondary Schools.														
For Boys—														
High schools... English	1,63,566	...	650	2,88,560	2,395	10,026	4,65,797	4,372	...	4,729	42,443	1,238	2,182	54,964
Middle " ... English	19,511	...	600	21,124	...	...	41,235	...	5,989	402	7,239	2,191	337	16,248
Middle " ... Vernacular...	10,492	...	2,205	8,629	602	966	22,894	...	35,681	1,885	23,452	4,423	150	65,001
For Girls—														
High schools ... English	22,178	...	120	6,196	352	2	20,054	...	...	...	...	...	...	...
Middle " ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle " ... Vernacular...	...	...	...	...	...	...	...	...	...	346	...	...	...	346
Total Secondary Schools ...	2,15,747	...	3,575	3,24,506	3,349	11,803	5,58,980	4,372	41,670	6,952	73,134	7,852	2,669	1,36,649
Primary Schools (Vernacular).														
For Boys—														
Upper primary	1,619	...	...	...	...	...	1,619	...	704	429	139	...	11	1,283
Lower "	799	...	...	...	...	...	799	...	245	670	408	...	...	1,383
For Girls—														
Upper primary	...	...	...	...	...	...	...	215	...	742	27	...	...	984
Lower "	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools ...	2,418	...	...	...	...	...	2,418	215	949	1,841	634	...	11	3,650
School Education, Special.														
Schools for Special Instruction.														
Government School of Art	24,597	...	...	6,461	...	...	31,058	...	...	...	...	...	...	...
Training schools for masters	70,901	950	...	432	...	402	72,685	283	412	...	...	...	...	695
Guru-training classes	7,086	812	...	...	...	...	7,898	...	68	...	...	...	...	68
Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	96,335	380	...	21,011	119	2,229	1,20,074	...	...	...	...	...	...	...
Survey schools	7,388	...	...	10,339	...	...	17,727	...	...	...	...	...	...	...
Industrial schools	1,333	...	...	...	...	2,210	3,543	1,652	15,780	240	658	4,102	793	23,225
Madrassas	30,035	...	120	8,220	...	23,645	62,060	...	...	...	...	...	...	...
Other schools	360	...	85	...	...	...	445	...	...	...	...	...	...	...
Total Special Schools ...	2,38,035	2,142	205	46,463	119	28,526	3,15,490	1,935	16,260	240	658	4,102	793	23,988
Buildings	1,50,066	...	59	...	29	...	1,50,154	...	1,306	1,218	372	577	3,163	6,636
Furniture and apparatus (special grants only)	1,760	...	...	...	...	...	1,760	...	594	28	...	...	...	622
Total ...	1,51,826	...	59	...	29	...	1,51,914	...	1,900	1,246	372	577	3,163	7,258
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional Colleges ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary " ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Special schools other than training school ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—														
Hostel charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for abolished schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Prizes and rewards	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Payments to private schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction in 1893-94	11,01,019	2,142	3,839	5,68,560	3,497	54,577	17,33,634	7,742	60,779	10,332	77,595	12,531	8,660	1,77,630

* Surplus balance of the Law Class attached
† Includes a building grant of Rs. 8,000
(a) Excluding Assam Scholarships of
(b) Do. do. do. of

ERAL TABLE IV.

Provinces of Bengal for the official year 1893-94.

INSTITUTIONS.																	
UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—					GRAND TOTAL.	REMARKS.
* Aided by Government or by District or Municipal Boards.							Unaided.										
Provincial revenues.	District funds.	Municipal funds.	Fees, including ⅓rds fees from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including ⅓rds fees from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including ⅓rds fees from Mohsin Fund.	All other sources.		
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
26,153	...	...	57,428	32,539	38,754	1,54,874	96,038	764	30,414	1,27,216	2,87,669	...	53	3,13,171	1,18,461	7,19,354	
...	...	...	...	...	...	...	12,533	...	312	12,845	—625*	...	...	19,582	504	19,551	
...	...	...	...	...	...	...	...	...	...	...	1,75,903	...	...	20,660	...	1,96,572	
...	...	...	...	...	...	...	...	...	...	...	57,419	...	...	12,965	...	70,384	
26,153	...	...	57,428	32,539	38,754	1,54,874	1,08,571	764	30,726	1,40,061	5,20,366	...	53	3,66,387	1,19,055	10,05,861	
1,02,944	1,708	7,987	4,32,357	81,510	60,545	6,87,051	5,99,746	72,233	1,03,074	7,75,053	2,70,882	1,708	13,306	13,03,106	2,33,803	19,82,865	
58,156	1,16,239	5,829	2,29,586	1,78,215	51,675	6,39,700	42,986	46,599	17,365	1,06,950	77,667	1,22,228	6,921	3,00,935	2,96,382	8,04,133	
45,356	63,792	6,093	1,24,473	71,860	6,205	3,17,839	17,957	15,261	9,691	42,909	55,848	99,473	9,683	1,74,511	1,08,618	4,48,133	
27,407	...	...	1,49,225	7,274	13,481	1,97,387	54,911	1,636	250	56,797	49,585	...	120	2,10,329	23,204	2,83,238	
39,862	...	...	73,066	25,069	25,713	1,63,710	8,458	16,305	2,970	21,742	39,862	...	...	81,524	64,066	1,85,452	
8,304	...	745	6,388	14,710	467	30,554	...	2,400	...	2,400	8,304	...	1,091	6,388	17,517	33,300	
2,82,029	1,81,739	20,654	10,15,095	3,78,638	1,58,086	20,36,241	7,24,068	1,48,434	1,32,759	10,05,251	5,02,148	2,23,409	31,181	21,36,703	8,43,590	37,37,121	
47,683	1,28,250	11,870	1,98,452	55,868	15,408	4,57,531	9,813	6,279	5,155	21,247	40,302	1,28,954	12,299	2,08,404	82,721	4,81,680	
97,125	3,09,678	28,450	11,22,849	1,43,615	1,50,275	18,51,902	2,63,865	25,730	32,784	3,22,379	97,924	3,09,923	29,120	13,87,182	3,52,404	21,76,553	
26,214	2,340	4,561	8,417	40,149	22,509	1,04,190	161	1,483	2,223	3,867	26,420	2,340	5,303	8,605	66,364	1,09,041	
40,206	29,288	4,938	10,793	1,12,582	5,215	2,03,022	1,526	8,457	802	10,785	40,206	29,288	4,938	12,319	1,27,056	2,13,807	
2,11,228	4,69,556	49,819	13,40,511	3,52,214	1,93,407	26,16,735	2,75,365	41,949	40,964	3,58,278	2,13,861	4,70,505	51,660	16,16,510	6,28,545	29,81,081	
...	...	...	...	...	...	...	...	...	...	...	24,507	...	...	6,461	...	31,058	
5,534	...	...	...	5,868	4,085	15,487	...	...	...	...	76,718	1,862	...	432	10,555	88,667	
...	...	...	...	...	...	...	...	...	...	...	7,086	880	...	...	...	7,966	
2,640	...	...	5,546	7,534	2,448	18,168	76	2,720	...	2,802	2,640	...	...	5,622	12,708	20,970	
...	...	...	...	...	...	...	14,035	333	793	15,161	96,335	880	...	33,046	3,474	1,35,235	
...	...	...	...	...	...	...	...	...	...	...	7,388	...	...	10,339	...	17,727	
1,344	720	360	14	2,320	2,911	7,669	5	3,104	5,909	9,018	4,329	16,500	600	677	21,349	43,455	
90	780	239	717	2,198	180	4,204	3,148	2,014	11,256	16,418	30,125	780	359	12,085	39,333	82,682	
1,033	72	111	656	4,512	175	6,549	235	1,081	120	1,436	1,383	72	196	891	5,888	8,430	
10,631	1,572	710	6,933	22,432	9,799	52,077	17,499	9,258	18,078	44,835	2,50,601	19,974	1,155	71,553	93,107	4,36,390	
40,338	1,738	2,974	398	5,284	14,245	64,976	...	26	4,286†	4,312	1,93,404	3,044	4,251	770	24,609	2,26,078	
2,942	2,052	307	...	1,265	984	7,550	...	146	172	318	4,702	2,646	335	...	2,567	10,250	
43,280	3,790	3,281	398	6,549	15,228	72,526	...	172	4,458	4,630	1,98,106	5,690	4,586	770	27,176	2,36,328	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,39,716	...	1,39,716	
...	...	...	...	...	...	...	...	...	...	...	63,873	...	...	...	...	63,873	
...	...	...	...	...	...	...	...	...	...	...	3,53,805	2,30,362	2,433	...	3,738	5,90,337	
...	...	...	...	...	...	...	...	...	...	...	(a)75,467	...	...	...	16,659	92,126	
...	...	...	...	...	...	...	...	...	...	...	(b)20,909	...	...	...	4,050	24,959	
...	...	...	...	...	...	...	...	...	...	...	74,559	10,925	132	...	2,562	88,178	
...	...	...	...	...	...	...	...	...	...	...	2,754	11,829	17	...	564	15,164	
...	...	...	...	...	...	...	...	...	...	...	1,182	2,600	383	...	1,579	5,744	
...	...	...	...	...	...	...	...	...	...	...	1,782	...	...	...	2,779	4,561	
...	...	...	...	...	...	...	...	...	...	...	5,661	11,343	1,362	313	1,075	19,754	
...	...	...	...	...	...	...	...	...	...	...	2,775	12,646	...	7,951	4,854	28,226	
...	...	...	...	...	...	...	...	...	...	...	10,349	16,842	2,126	70	782	30,169	
...	...	...	...	...	...	...	...	...	...	...	8,315	3,712	1,593	2,360	12,529	28,518	
...	...	...	...	...	...	...	...	...	...	...	26,665	18,723	1,246	...	717	47,351	
...	...	...	...	...	...	...	...	...	...	...	6,48,090	3,16,982	9,291	1,50,419	51,888	11,78,676	
5,74,321	6,56,057	74,464	24,20,365	7,02,372	4,15,274	49,32,453	11,25,493	2,00,577	2,26,985	15,53,055	23,33,178	10,38,560	97,926	43,42,432	17,63,361	95,75,457	

to the Dacca College.
to an unaided school in Calcutta.
Rs. 16,128 and Central Provinces Scholarships of Rs. 331.
Rs. 1,015, and Burma Scholarships of Rs. 2,730.

EDUCATION—GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public Schools for Primary and Secondary Education in Bengal at the end of the official year 1893-94.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the lower primary stage— Reading printed books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the lower primary stage— Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SECONDARY SCHOOLS.																				
Boys' Schools.																				
High English ... Government ...	48	13,397	5,650	...	5,650	3,664	...	3,664	2,639	...	2,639	1,392	...	1,392	52	...	52	13,397	...	13,397
High English ... District Fund ...	1	265	134	...	134	52	...	52	49	..	49	30	...	30	...	...	...	265	...	265
High English ... Municipal ...	8	2,132	847	...	847	605	...	605	465	...	465	215	...	215	...	...	...	2,132	...	2,132
High English ... Aided	174	26,915	8,134	2	8,136	7,781	20	7,801	6,681	21	6,702	4,058	15	4,073	185	18	203	26,839	76	26,915
High English ... Unaided	141	35,038	12,063	...	12,063	9,972	...	9,972	7,448	...	7,448	5,367	6	5,373	118	...	118	34,968	6	34,974(a)
Middle English ... Government ...	5	765	...	...	...	197	...	197	347	...	347	198	...	198	23	...	23	765	...	765
Middle English ... District Fund ...	10	1,076	...	...	...	159	...	159	274	1	275	495	6	501	141	...	141	1,069	7	1,076
Middle English ... Municipal ...	2	460	...	...	...	70	...	70	80	...	80	302	...	302	8	...	8	460	...	460
Middle English ... Aided	634	45,256	4	...	4	8,064	27	8,091	13,245	48	13,293	21,325	117	21,442	2,360	66	2,426	44,998	258	45,256
Middle English ... Unaided	225	14,105	...	...	...	2,140	1	2,141	3,498	6	3,504	7,572	42	7,614	830	16	846	14,040	65	14,105
Middle Vernacular ... Government ...	33	2,705	...	...	...	475	...	475	626	2	628	1,218	...	1,218	384	...	384	2,703	2	2,705
Middle Vernacular ... District Fund ...	147	8,187	...	...	...	1,321	3	1,324	1,985	1	1,986	3,915	11	3,926	947	4	951	8,168	19	8,187
Middle Vernacular ... Municipal ...	4	328	...	...	...	110	...	110	121	...	121	92	...	92	5	...	5	328	...	328
Middle Vernacular ... Aided	808	43,102	19	...	19	6,575	2	6,577	10,488	12	10,500	21,915	269	22,184	3,688	134	3,822	42,685	417	43,102
Middle Vernacular ... Unaided	151	8,482	...	...	...	1,125	...	1,125	1,957	4	1,961	4,406	44	4,450	913	33	946	8,401	81	8,482
Total ...	2,397	202,213	26,851	2	26,853	42,310	53	42,363	49,903	95	49,998	72,500	510	73,010	9,654	271	9,925	201,218	931	202,149(a)
Girls' Schools.																				
High English ... Government ...	2	252	...	55	55	...	9	9	...	54	54	...	134	134	...	...	...	...	252	252
High English ... District Fund ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
High English ... Municipal ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
High English ... Aided ...	10	1,185	...	83	83	4	369	373	15	214	229	39	215	254	78	168	246	136	1,049	1,185
High English ... Unaided ...	3	279	...	27	27	...	72	72	16	82	98	20	42	62	8	12	20	44	235	279
Middle English ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle English ... District Fund ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle English ... Municipal ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle English ... Aided ...	20	1,892	...	...	...	31	306	337	47	395	442	52	427	479	177	457	634	307	1,585	1,892
Middle English ... Unaided ...	5	321	...	...	...	1	43	44	16	40	56	30	63	93	53	75	128	100	221	321
Middle Vernacular ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Vernacular ... District Fund ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Vernacular ... Municipal ...	1	65	...	...	...	...	6	6	...	5	5	...	25	25	...	29	29	...	65	65
Middle Vernacular ... Aided ...	23	1,470	...	4	4	13	48	61	23	201	224	49	808	857	27	297	324	112	1,358	1,470
Middle Vernacular ... Unaided ...	2	107	...	...	...	...	6	6	...	21	21	...	55	55	...	25	25	...	107	107
Total ...	66	5,571	...	169	169	49	859	908	117	1,012	1,129	190	1,769	1,959	343	1,063	1,406	699	4,872	5,571
TOTAL SECONDARY SCHOOLS ...	2,46	207,784	26,851	171	27,022	42,359	912	43,271	50,020	1,107	51,127	72,690	2,279	74,969	9,997	1,334	11,331	201,917	5,803	207,720(a)

PRIMARY SCHOOLS.																					
For Boys.																					
Upper Primary ... Government ...	10	280		..	...	...	...	..	38	...	38	132	1	133	101	8	109	271	9	280
Upper Primary ... District Fund ...	8	208	...	...	..	...	..	...	38	...	38	132	...	132	36	2	38	206	2	208
Upper Primary ... Municipal ...	2	159	...	...	...	..	...	.	1	2	3	54	31	85	38	33	71	93	66	159
Upper Primary ... Aided	3,529	133,733	...	...	...	639	...	639	20,683	148	20,831	85,588	1,914	87,502	23,502	1,259	24,761	130,412	3,321	133,733
Upper Primary ... Unaided	222	7,426	...	...	...	26	..	26	1,156	4	1,160	4,386	86	4,472	1,647	121	1,768	7,215	211	7,426
Lower Primary ... Government ...	10	285	...	...	...	..	...	...	...	...	...	76	..	76	267	2	269	283	2	285
Lower Primary ... District Fund ...	2	61	...	...	...	...	...	...	...	.	...	60	1	61	...	...	...	60	1	61
Lower Primary ... Municipal ...	10	410	...	...	...	...	...	...	...	...	.	355		355	53	2	55	408	2	410
Lower Primary ... Aided	33,563	815,837	...	...	...	2	...	2	2,615	29	2,644	554,405	14,268	568,673	233,400	11,118	244,518	790,423	25,415	815,837
Lower Primary ... Unaided	10,435	172,152	.	...	...	14	...	14	357	7	364	95,389	1,630	97,019	72,369	2,386	74,755	168,129	4,023	172,152
Total ...	47,791	1,130,551	...	..	.	681	...	681	24,888	190	25,078	740,577	17,931	758,508	331,853	14,931	346,284	1,097,499	33,052	1,130,551
For Girls.																					
Upper Primary ... Government ...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Upper Primary ... District Fund ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
Upper Primary ... Municipal ...	2	106	...	...	...	...	...	..	...	19	19	.	49	49	...	38	38	...	106	106
Upper Primary ... Aided	191	7,983	...	...	...	...	17	17	20	801	821	176	4,925	5,101	173	1,871	2,044	369	7,614	7,983
Upper Primary ... Unaided	15	541	...	...	...	...	..	...	...	39	39	33	330	363	2	137	139	35	506	541
Lower Primary ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...	...
Lower Primary ... District Fund ...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	.	...
Lower Primary ... Municipal ..	..	...	...	...	...	...	...	...	...	.	..	...	.	...	.	..	.	...	.	
Lower Primary ... Aided	2,404	44,903	...	...	...	.	2	2	14	278	292	999	26,692	27,691	531	16,387	16,918	1,544	43,359	44,903
Lower Primary ... Unaided	364	5,907	...	...	...	...	...	...	..	23	23	105	3,203	3,308	43	2,533	2,576	148	5,759	5,907
Total ...	2,976	59,440	...		...	...	19	19	34	1,160	1,194	1,313	35,199	36,512	749	20,966	21,715	2,096	57,344	59,440
TOTAL PRIMARY SCHOOLS ...	50,767	1,189,991	.	..	...	681	19	700	24,922	1,350	26,272	741,890	53,130	795,020	332,102	35,897	367,999	1,099,595	90,396	1,189,991
TOTAL FOR SECONDARY AND PRIMARY SCHOOLS.	53,930	1,397,775	26,851	171	27,022	43,040	931	43,971	74,942	2,457	77,399	814,580	55,409	869,989	342,099	37,231	379,330	1,301,512	96,199	(a) 1,397,711

(a) This does not include 64 boys attending the Armenian College, Calcutta, as no return of their classification has been received.

EDUCATION—GENERAL TABLE VI.

Return showing the Results of Prescribed Examinations in the Lower Provinces of Bengal for the official year 1893-94.

Nature of Examination.	Number of institutions sending Examinees.				Number of Examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Brahmos.	Muhammadans.	Aboriginal races. Christians.	Aboriginal races. Non-Christians.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Arts Colleges—																						
1. Master of Arts	4	3	2	9	66	15	10	38	129	84	10	4	9	57	1	...	52	4	...	...	...	...
2. Bachelor of Arts	8	6	7	21	433	313	505	96	1,347	179	123	156	26	484	6	2	444	6	26	...	...	...
3. First Examination in Arts ...	12	8	15	35	512	352	1,257	58	2,179	190	166	457	4	826	10	2	769	10	31	1	...	3
Colleges for Professional Training—																						
Law—																						
1. Honours in Law	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	..	...	..	...	...
2. Bachelor of Law	7	...	5	12	59	...	245	...	304	15	...	49	...	64	...	...	60	..	4	...	...	...
Medicine—																						
1. Preliminary Scientific L.M.S.	1	...	...	1	97	...	...	...	97	(a)108	...	...	...	108	...	...	107	..	..	...		1
2. First L.M.S.	1	...	...	1	68	...	...	...	68	35	...	...	...	35	...	...	34	1	...	...		...
3. Second L.M.S.	1	...	...	1	15	...	...	...	15	6	...	...	...	6	...	...	6		...	...		
4. Preliminary Scientific M.B....	1	...	...	1	118	...	...	...	118	15	...	...	...	15	1	...	13	.	...			1
5. First M.B.	1	...	...	1	45	...	...	...	45	5	...	...	...	5	...	...	5	.	.	...		..
6. Second M.B.	1	...	...	1	10	...	...	...	10	4	...	...	...	4	...	...	4	.	...	...		...
Engineering—																						
1. B.E.	1	...	...	1	4	...	...	...	4	2	...	...	...	2	...	...	2	..	...	...	...	...
2. First Examination in Engineering	1	...	...	1	22	...	...	...	22	15	...	...	...	15	...	...	15	..	...	. .		...
3. L.E.	1	...	...	1	12	...	...	...	12	3	...	...	...	3	...	...	3	.	...	...	..	..
Schools for General Education—																						
1. Matriculation ... ... For boys	58	172	125	355	1,022	1,163	2,161	30	4,376	608	464	841	10	1,923	53	9	1,712	11	134	1	1	2
1. Matriculation ... ... ,, girls	1	6	3	10	7	18	10	...	35	6	12	5	.	23	14	2	4	3	...	...	...	...
2. Middle English Examination. ,, boys	21	567	128	716	70	1,798	398	112	2,378	42	854	151	43	1,090	81	10	840	...	149	6	...	4
2. Middle English Examination. ,, girls		11	4	15	...	49	10	6	65	...	40	5	1	46	44	2	..	..	..	..	...	...
3. Middle Vernacular Examination. ,, boys	221	716	101	1,038	732	2,898	422	718	4,770	477	1,892	277	205	2,851	...	4	2,531	2	302	4	7	1
3. Middle Vernacular Examination. ,, girls	1	8	...	9	1	12	..	...	13	1	8	...		9	...	5	2	2	...	...	..	
4. Upper Primary Examination. ,, boys	95	3,044	199	3,338	340	7,858	631	180	9,009	252	4,407	377	97	5,133	141	7	4,102	1	776	8	23	15
4. Upper Primary Examination. ,, girls	3	57	10	70	9	198	47	3	257	5	135	33	3	176	121	12	32	6	...	5	..	...
5. Lower Primary Examination. ,, boys	50	12,160	153	12,363	160	39,157	415	430	40,162	87	19,520	264	333	20,204	...	37	16,361		3,412	49	317	28
5. Lower Primary Examination. ,, girls	4	296	2	302	23	698	6	...	727	17	542	5	...	564	...	45	452	2	24	38	3	...
Schools for Special Instruction—																						
1. Training school examination for masters	7	1	...	8	469	14	...	99	582	271	5	...	22	298	..	7	285	.	6	...	...	...
2. Survey School examination ...	3	...	...	3	213	...	...	...	213	104	...	...	...	104	..	...	80	1	14	...	...	...
3. Vernacular Medical Examination	4	...	...	4	223	...	...	...	223	179	...	...	...	179	1	6	142	5	22	...	...	3

(a) Including candidates for a higher examination who passed by the lower standard.

EDUCATION—GENERAL TABLE VII.

Return showing the distribution of District Board and Municipal Expenditure on

Objects of Expenditure.	Expenditure by District Boards on Public Instruction.														
	In Institutions managed by District Boards.											In Institutions managed by—			Total District Fund expenditure on Public Instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.															
*Arts Colleges.**															
English	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General.															
Secondary Schools.															
For Boys—															
High schools ... ... English ...	(a)1	265	259	220	...	...	950	6,125	600	1,271	8,946	...	...	1,708	1,708
Middle „ ... ... English ...	16	1,076	1,015	778	...	5,989	..	4,351	2,191	337	12,868	...	...	1,16,239	1,22,228
Middle „ ... ... Vernacular...	147	8,187	7,646	6,159	..	35,681	...	21,333	4,423	95	61,532	...	...	63,792	99,478
For Girls—															
High schools ... ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... ... Vernacular ..	...	...	.	...	...	...	...	...	...	...	...	...	...	.	...
Total Secondary Schools ...	164	9,528	8,920	7,157	..	41,670	950	31,809	7,214	1,703	83,346	...	...	1,81,739	2,23,409
Primary Schools.															
For Boys—															
Upper primary	8	208	189	136	...	704	...	129	...	11	844	...	...	1,28,250	1,28,954
Lower „	2	61	56	39	...	245	...	7	...	...	252	...	...	3,09,678	3,09,923
For Girls—															
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	2,340	2,340
Lower „	...	...	...	...	...	...	...	...	...	...	...	...	...	29,288	29,288
Total Primary Schools ...	10	269	245	175	. .	949		136	...	11	1,096	...	..	4,69,556	4,70,505
Schools for Special Education.															
Schools for Special Instruction.															
Training schools for masters	1	8	11	6	283	412	...	...	...	...	695	950	...	...	1,362
Guru-training classes	1	5	5	4	...	68	...	..	...	...	68	812	...	...	880
Medical schools	...	...	...	...	...	. .	...	..	...	...	...	380	...	...	380
Industrial schools	9	283	283	186	1,652	15,780	240	658	4,102	793	23,225	...	...	720	16,500
Madrassas	...	...	...	...	..	...	...	...	...	...	...	...	...	780	780
Other schools	...	...		...	...	...	...	...	...	...	...	...	...	72	72
Total Schools for Special Instruction ...	11	296	299	196	1,935	16,266	240	658	4,102	793	23,988	2,142	...	1,572	19,974
Buildings	...	...	...	...	...	1,306	...	169	577	3,163	5,215	...	...	1,738	3,044
Furniture and apparatus (special grants only) ...	...	...	..	..	.	594	...	...	...	...	594	...	...	2,052	2,646
Total ...	...	.	..	. .	...	1,900	...	169	577	3,163	5,809	...	...	3,790	5,690
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,30,362
Scholarships held in—															
Secondary schools	...	...	...	..	..	...	...	...	...	...	...	...	...	...	10,925
Primary „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,829
Special schools other than training schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,600
Miscellaneous	...	...	..	...	...	...	...	...	...	...	...	...	...	...	63,266
Grand Total for 1893-94	185	10,093	9,464	7,528	1,935	60,779	1,190	32,772	11,893	5,670	1,14,239	2,142	...	6,56,657	10,38,560

* This table does not include figures for the Law class

(a) Managed by a Joint

(b) Including two schools under the

ERAL TABLE VII.

Public Instruction in the Lower Provinces of Bengal for the official year 1893-94.

EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
In Institutions managed by Municipal Boards.											In Institutions managed by—			Total Municipal expenditure on Public Instruction.	Total expenditure of District and Municipal Boards on Public Instruction.	Remarks.
Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.			
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1	46	49	36	1,220	53	...	2,567	...	2,024	5,864	...	...	...	53	53	
(b)8	2,132	2,076	1,534	4,372	3,779	...	36,318	638	911	46,018	650	950	7,987	13,366	15,074	
2	460	423	532		492	...	2,888	.		3,380	600	...	5,820	6,021	1,29,140	
4	328	344	269	...	1,385	...	2,119	. .	55	3,559	2,205	...	6,093	9,088	1,09,156	
...	.		...	..	...	...	...	...	...	...	120	...	...	120	120	
1	65	59	32	..	346	...	...	.	...	346	...	...	745	1,091	1,091	
15	2,985	2,902	2,167	4,372	6,002	...	41,325	638	966	53,303	3,575	950	20,654	31,181	2,54,500	
2	159	141	103	...	429	...	10	...	...	439	...	...	11,870	12,299	1,41,253	
10	410	383	295	...	670	...	461	...	...	1,131	...	...	28,450	29,120	3,39,043	
2	106	107	66	215	742	...	27	...	...	984	...	...	4,561	5,303	7,643	
...		...	...	...	...	.	...	...	...	...	...	...	4,938	4,938	34,226	
14	675	631	464	215	1,841	...	498	...	...	2,554	...	...	49,819	51,660	5,22,165	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,362	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	880	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	380	
...	...	...	.	...	...	...	...	...	...	...	.	240	360	600	17,100	
...	.	...	...	..	...	...	...	...	...	...	120	...	239	359	1,139	
.		...	...	...	..	...	...	...	...	...	85	.	111	196	208	
	...	...		...	...	...	...	..	...	...	205	240	710	1,155	21,129	
...	...		...	...	1,218	...	203	..	...	1,421	59	...	2,974	4,251	7,205	
	...		...	.	28	...	...	...	...	28	...	...	307	335	2,981	
	.	.		...	1,246	...	203	...	...	1,449	59	...	3,281	4,586	10,276	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,432	2,32,794	
...	...	...	...	..	...	...	...	...	...	...	...	...	...	132	11,067	
...	...	.	...	...	...	...	...	...	...	...	...	...	...	17	11,846	
.	...	.	...	. .	..	...	...	..	...	...	...	...	...	383	2,983	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,327	61,593	
30	3,706	3,582	2,667	5,807	9,142	...	44,503	638	2,990	63,170	3,839	1,190	74,464	97,026	11,36,486	

attached to the Midnapore College.
Committee.
management of Joint Committees.

EDUCATION—SUBSIDIARY TABLE I.

Return of Schools aided from the Grant-in-aid Allotment, the Circle Grant, the Government Estates Grant, District Funds, or Municipal Funds in the Provinces of Bengal during the year 1893-94.

Class of Schools.	Number of schools.	Number of scholars.	Received from— Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Remarks
1	2	3	4	5	6	7	8	9	10	11
A.—Grant-in-aid Schools (Departmental).			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Training Schools. For Masters	4(a)	247	4,400	...	...	...	4,486	4,085	12,971	
Training Schools. Mistresses	6	190	2,640	...	...	786	12,294	2,448	18,168	
For Boys: High English	167(b)	26,148	1,04,106	...	8,137	4,26,024	78,363	58,732	6,75,362	
For Boys: Middle "	113	10,350	58,142	...	3,852	75,849	48,688	42,848	2,29,370	
For Boys: " Vernacular	79	7,381	16,753	...	4,403	31,249	12,336	3,148	67,979	
For Boys: Upper Primary	19	899	8,455	...	96	4,511	9,426	1,220	23,708	
For Boys: Lower "	129	3,608	6,112	...	20	1,280	10,390	68	17,870	
For Girls: High English	10	1,185	27,407	...	...	1,40,225	7,274	13,481	1,97,387	
For Girls: Middle "	20	1,892	39,862	...	...	73,066	25,069	25,713	1,63,710	
For Girls: " Vernacular	23	1,470	8,304	...	745	6,388	14,710	407	30,554	
For Girls: Upper Primary	106	5,553	24,424	...	3,550	7,813	37,646	22,400	95,833	
For Girls: Lower "	199	6,583	29,853	...	396	6,229	91,984	3,302	1,31,764	
Other special schools	10	282	2,079	600	9	624	4,356	3,086	10,754	
Total for 1893-94	885	65,848	3,32,537	600	21,298	7,83,044	3,57,022	1,80,938	16,75,439	
Do. for 1892-93	897	66,300	3,34,634	550	24,839	7,55,762	3,14,874	1,52,678	15,83,337	
B.—Circle Schools (Departmental).										
For Boys: Middle Vernacular	238	9,139	28,041	4	36	19,743	1,545	366	49,735	
For Boys: Upper Primary	103	3,010	9,265	18	...	5,253	597	82	15,215	
For Boys: Lower "	9	246	615	...	...	197	2	...	814	
For Girls: Middle Vernacular	...	...	...	...	...	...	...	...	...	
For Girls: Upper Primary	...	...	...	...	...	...	...	...	...	
For Girls: Lower "	2	54	246	...	...	...	...	...	246	
Total for 1893-94	352	13,049	38,167	22	36	25,193	2,144	448	60,010	
Do. for 1892-93	349	13,238	37,288	26	36	24,277	2,013	492	64,132	
C.—Government Estates' Schools.										
For Boys: Middle English	1	103	13,795	...	...	15,186	...	...	28,981	
For Boys: " Vernacular	1	39	517	...	...	100	114	...	731	
For Boys: Upper Primary	188	6,979	11,473	57	109	9,386	1,109	644	22,778	
For Boys: Lower "	1,535	31,907	18,725	1,829	59	46,965	6,327	2,158	76,063	
For Girls: Middle Vernacular	...	...	...	...	...	...	...	...	...	
For Girls: Upper Primary	3	49	120	...	...	...	66	...	186	
For Girls: Lower "	43	706	1,040	10	...	71	162	9	1,292	
Other special schools	2	86	288	...	...	...	45	...	333	
Total for 1893-94	1,773	39,920	45,958	1,896	168	71,708	7,823	2,811	1,30,364	
Do. for 1892-93	1,839	41,016	26,887	3,590	58	56,028	7,450	2,918	97,531	
D.—Schools aided by District Boards under the Grant-in-aid Rules.										
For Boys: High English	6	941	...	1,708	...	9,420	1,807	1,856	14,791	
For Boys: Middle "	505	33,767	...	1,16,230	...	1,46,080	1,26,872	8,410	3,98,531	
For Boys: " Vernacular	477	25,313	...	63,788	...	69,299	57,200	2,641	1,92,928	
For Boys: Upper Primary	5	156	...	328	...	262	461	...	1,051	
For Boys: Lower "	...	...	...	...	...	...	...	...	..	
For Girls: Middle English	...	...	...	...	...	...	...	...	...	
For Girls: " Vernacular	...	...	...	...	...	...	...	...	...	
For Girls: Upper Primary	...	...	...	...	...	...	...	...	...	
For Girls: Lower "	...	...	...	...	...	...	...	...	...	
Other special schools	2	58	...	190	...	46	448	..	684	
Total for 1893-94	995	60,235	..	1,82,253	...	2,26,007	1,86,788	12,937	6,07,985	
Do. for 1892-93	978	59,371	38	1,82,686	...	2,14,555	1,86,467	13,958	5,97,904	
E.—Schools aided by Municipalities.										
For Boys: High English	3	289	...	...	330	2,929	1,978	...	5,237	
For Boys: Middle "	15	1,094	...	...	1,977	6,433	2,607	387	11,404	
For Boys: " Vernacular	12	1,193	...	...	1,374	3,932	662	110	6,078	
For Boys: Upper Primary	101	4,744	...	...	7,271	6,572	1,116	557	15,516	
For Boys: Lower "	797	26,521	...	...	18,084	36,212	3,182	4,396	61,874	
For Girls: High English	...	..	...	...	...	...	...	...	...	
For Girls: Middle "	...	...	...	..	...	...	...	..	...	
For Girls: " Vernacular	...	...	...	...	...	...	..	..	...	
For Girls: Upper Primary	5	177	...	...	585	429	215	60	1,280	
For Girls: Lower "	63	1,611	...	...	3,638	115	1,469	374	4,996	
Other special schools	4	142	...	...	521	9	1,933	.	2,403	
Total for 1893-94	1,000	35,771	...	...	33,180	56,622	13,162	5,884	1,08,848	
Do. for 1892-93	733	26,383	720	...	23,948	54,749	11,759	4,402	95,578	

(a) The Kalimpong Training School, with its attached practising class, in the Rajshahi Division is not included in this table.

(b) Including the Burdwan and Ghatal High Schools maintained by Municipalities.

EDUCATION—SUBSIDIARY TABLE II(*a*).

Return of Expenditure from the Primary Grant (Departmental and Government Estates) in the Lower Provinces of Bengal during the year 1893-94.

(*A*)—STIPENDIARY SCHOOLS.

Class of Schools.	Receiving stipends only.			Receiving other payments also.						Total payments to stipendiary schools.
	Number of schools.	Number of pupils on 31st March.	Amount paid in stipends (excluding advance stipends).	Number of schools.	Number of pupils on 31st March.	Amount paid in stipends (excluding advance stipends).	Amount paid in rewards after examination to teachers.	Other payments to teachers.	Total paid.	
1	2	3	4	5	6	7	8	9	10	11
			Rs.			Rs.	Rs.	Rs.	Rs.	Rs.
For boys ... Middle	2	76	562	...	...	...	...	...	...	562
For boys ... Upper primary	317	13,088	18,836	122	5,016	6,613	1,255	334	8,202	27,038
For boys ... Lower "	1,352	40,938	45,795	539	15,492	16,768	2,030	457	20,155	65,950
For girls ... Middle	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
For girls ... Upper primary	22	563	1,709	2	107	179	6	4	189	1,898
For girls ... Lower "	173	4,353	6,187	31	1,138	1,785	202	79	2,066	8,253
Total for 1893-94 ...	1,866	59,018	73,089	694	21,753	25,345	4,393	874	30,612	1,03,701
Total for 1892-93 ...	1,644	40,201	65,367	883	31,115	34,832	5,812	730	41,374	1,06,741

(*B*)—NON-STIPENDIARY SCHOOLS.

Class of Schools.	Sending pupils for examination.					Not sending pupils for examination.				Total payments to non-stipendiary schools.
	Number of schools.	Number of pupils on 31st March.	Amount paid in rewards after examination to teachers.	Other payments to teachers.	Total paid.	Number of schools.	Number of pupils on 31st March.	Payments to teachers.	Total paid.	
1	2	3	4	5	6	7	8	9	10	11
			Rs.	Rs.	Rs.			Rs.	Rs.	Rs.
For boys ... Middle	.....	.....	.....	.....	... ..	1	45	14	14	14
For boys ... Upper primary	41	1,436	1,350	8	1,358	.....	.....	.....	.....	1,358
For boys ... Lower "	2,352	55,284	19,235	1,391	20,626	177	3,607	350	350	20,976
For girls ... Middle	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
For girls ... Upper primary	2	48	64	.....	64	.....	.....	.....	.....	64
For girls ... Lower "	102	2,102	1,636	10	1,646	10	120	71	71	1,717
Total for 1893-94 ...	2,497	58,870	22,285	1,409	23,694	188	3,871	435	435	24,129
Total for 1892-93 ...	2,677	67,342	28,120	1,590	29,710	316	6,065	764	764	30,474

NOTE.—(1) "Private institutions" of General Table III are not included in the above return.
(2) Fractions of a rupee are neglected; the nearest rupee has been taken.
(3) Advance stipends are included under rewards.

SUMMARY OF PAYMENTS FROM THE PRIMARY GRANT.

	1893-94.	1892-93.
	Rs.	Rs.
To stipendiary schools (*A*)	1,03,701	1,06,741
" non-stipendiary schools (*B*)	24,129	30,474
" schools abolished before the close of the year	4,335	2,857
" chief gurus and inspecting pandits	13,281	14,187
" examination charges	1,150	1,147
" scholarships and prizes to pupils	7,039	9,052
" grants for buildings and furniture...	5,508	7,544
" other payments*	9,394	8,715
Total payments ...	1,68,627	1,81,317
Total allotment for Departmental and Government estates' primary schools	1,75,260	1,67,372

* DETAILS OF "OTHER PAYMENTS."

	1893-94.	1892-93.
	Rs.	Rs.
Contributions to middle schools	401	564
Contributions to Khas Mahal, Circle, and other schools	3,443	2,233
Stipends to gurus in guru-training schools	1,081	725
Commission for money-orders	1,696	1,539
Contingencies and miscellaneous ...	2,713	3,654
Total ...	9,394	8,715

EDUCATION—SUBSIDIARY TABLE II(*b*).

Return of Expenditure on Primary Schools under the control of District Boards in the Lower Provinces of Bengal during the year 1893-94.

SCHOOLS AIDED UNDER THE GRANT-IN-AID RULES TO BE EXCLUDED.

(*A*)—STIPENDIARY SCHOOLS.

Class of Schools.	Receiving stipends only.			Receiving other payments also.						Total payments to stipendiary schools.
	Number of schools.	Number of pupils on 31st March.	Amount paid in stipends (excluding advance stipends).	Number of schools.	Number of pupils on 31st March.	Amount paid in stipends (excluding advance stipends).	Amount paid in rewards after examination to teachers.	Other payments to teachers.	Total paid.	
1	2	3	4	5	6	7	8	9	10	11
			Rs.			Rs.	Rs.	Rs.	Rs.	Rs.
For boys ... Upper Primary ...	1,374	49,706	69,649	566	23,744	32,795	2,955	1,881	37,631	1,07,280
For boys ... Lower " ...	650	18,732	20,511	360	11,306	10,986	1,027	827	13,440	33,951
For girls .. Upper Primary ...	36	1,718	1,839	6	138	248	33	2	283	2,122
For girls .. Lower " ...	345	6,393	9,809	84	1,637	2,202	623	16	2,841	12,650
Total for 1893-94 ...	2,405	76,049	1,01,808	1,016	36,825	46,231	5,238	2,726	54,195	1,56,003
Total for 1892-93 ...	2,749	86,081	1,11,968	976	34,316	44,702	4,704	2,629	52,035	1,64,003

(*B*)—NON-STIPENDIARY SCHOOLS.

Class of Schools.	Sending pupils for examination.					Not sending pupils for examination.				Total payments to non-stipendiary schools.
	Number of schools.	Number of pupils on 31st March.	Amount paid in rewards after examination to teachers.	Other payments to teachers.	Total paid.	Number of schools.	Number of pupils on 31st March.	Payments to teachers.	Total paid.	
1	2	3	4	5	6	7	8	9	10	11
			Rs.	Rs.	Rs.			Rs.	Rs.	Rs.
For boys ... Upper Primary ...	840	20,698	20,096	437	20,533	29	799	69	69	20,602
For boys ... Lower " ...	23,474	5,72,061	2,62,631	7,735	2,70,366	3,680	66,475	3,561	3,561	2,73,927
For girls .. Upper Primary ...	13	231	217	1	218	..	..	..	...	218
For girls .. Lower " ...	1,147	17,531	14,068	1,778	15,846	245	3,307	782	782	16,628
Total for 1893-94 ...	25,474	6,19,521	2,97,012	9,951	3,66,963	3,954	70,581	4,412	4,412	3,11,375
Total for 1892-93 ...	25,917	6,22,102	2,50,382	8,973	2,59,855	2,980	51,851	2,702	2,702	2,62,557

NOTE.—(1) "Private institutions" of General Table III are not included in the above return.
(2) Fractions of a rupee are neglected; the nearest rupee has been taken.
(3) Advance-stipends are included under rewards.

TOTAL EXPENDITURE FROM DISTRICT FUNDS ON PRIMARY EDUCATION.

	1893-94.
	Rs.
(1) To stipendiary schools (*A*)	1,56,003
(2) " non-stipendiary schools (*B*)	3,11,375
(3) Sub-Inspectors	1,15,520*
(4) Subordinate inspecting agency	82,212
(5) Primary Scholarships	21,670
(6) Buildings and furniture	1,956
(7) Charges for abolished schools	9,217
(8) Examinations, prizes and rewards	29,870
(9) Miscellaneous	20,183
Total ...	7,48,006
Total allotment for primary schools under the District Boards†	6,51,380

* 80 per cent. of actual charges.

† Taken from the sanctioned budgets of the District Boards for the year 1893-94.

NOTE.—This table was specially called for by Government after the annual returns had been received. The figures differ from those given in paragraph 103, which are taken from the returns originally received—(*a*) by the inclusion of the cost of Sub-Inspectors (Rs. 1,15,520), (*b*) by an excess of Rs. 5,482 under heads (4), (5), (8), and (9) above.

EDUCATION—SUBSIDIARY TABLE III.

Statement showing the Expenditure from District Funds on Schools maintained by Public and Private Bodies in the Lower Provinces of Bengal during the official year 1893-94.

	Expenditure from District Funds on schools maintained by the Department.	Schools maintained by District Boards.			Schools aided by District Boards.			Total expenditure from District Funds.
		Number of schools.	Number of scholars on 31st March.	Expenditure from District Funds.	Number of schools.	Number of scholars on 31st March.	Expenditure from District Funds.	
1	2	3	4	5	6	7	8	9
SECONDARY EDUCATION.	Rs.			Rs.			Rs.	Rs.
High and Middle Schools.								
For Boys—								
High schools ... English ...	...	1	265	...	6	941	1,708	1,708
Middle " ... English ...	...	16	1,076	5,989	505	33,767	1,16,239	1,22,228
Middle " ... Vernacular...	...	147	8,187	35,681	477	25,313	63,792	99,473
For Girls—								
Middle schools ... English ...	...	...	...	...	...	...	...	..
Middle schools ... Vernacular...	...	...	...	...	...	...	...	...
Total Secondary Schools ...	...	164	9,528	41,670	988	60,021	1,81,739	2,23,409
PRIMARY EDUCATION.								
Primary Schools (Vernacular).								
For Boys—								
Upper primary	...	8	208	704	2,814	101,103	1,28,250	1,28,954
Lower "	...	2	61	245	25,454	668,574	3,09,678	3,09,923
For Girls—								
Upper primary	...	...	...	...	55	1,587	2,340	2,340
Lower "	...	...	...	...	1,821	28,868	29,288	29,288
Total Primary Schools ...	...	10	269	949	32,844	800,132	4,69,556	4,70,505
SPECIAL EDUCATION.								
Schools for Special Instruction.								
Training schools for masters	910	1	8	412	...	...	...	1,362
Guru-training classes	812	1	5	68	...	...	...	880
Industrial schools	..	9	283	15,780	2	44	720	16,500
Other schools	380	...	...	...	5	204	852	1,232
Total Special Schools ...	2,142	11	296	16,260	7	248	1,572	19,974
Buildings	...	...	...	1,306	...	...	1,738	3,044
Furniture (special grants only) ...	...	...	...	594	...	...	2,052	2,646
Total ...	...	...	...	1,900	...	...	3,790	5,690
Inspection	...	...	...	...	...	...	...	2,30,362
Scholarships held in— Secondary schools	...	...	...	...	...	...	...	10,925
Scholarships held in— Primary schools ...	...	...	...	...	...	...	...	11,829
Scholarships held in— Special schools (other than training schools) ...	...	...	...	...	...	...	...	3,600
Miscellaneous—								
Charges for abolished schools ...	...	...	...	...	...	...	...	11,343
Do. for conducting examinations	...	...	...	...	...	...	...	12,646
Prizes and rewards	..	...	...	...	...	...	...	16,842
Contingencies and miscellaneous ...	...	...	...	...	...	...	...	22,435
Total ...	...	...	...	...	...	...	...	3,18,982
Total Expenditure on Public Instruction for 1893-94	2,142	185	10,095	60,779	33,839	868,601	6,56,657	10,38,560
Ditto ditto for 1892-94 ...	1,923	179	9,777	56,797	33,606	853,943	6,17,604	9,93,190

EDUCATION—SUBSIDIARY TABLE IV.

Statement showing the expenditure from Municipal Funds on Schools managed or aided by Municipalities in the Lower Provinces of Bengal during 1892-93 *and* 1893-94.

Class of Schools.	Schools managed by Municipalities.						Schools aided by Municipalities.*						Total expenditure from Municipal Funds.		Other Schools.			
	Number.		Number of pupils on the rolls at the close of the year.		Expenditure from Municipal Funds.		Number.		Number of pupils on the rolls at the close of the year.		Expenditure from Municipal Funds.				Number.		Number of pupils on the rolls at the close of the year.	
	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.	1892-93.	1893-94.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Secondary Education.					Rs.	Rs.					Rs.	Rs.	Rs.	Rs.				
For Boys—																		
High schools, English ...	8	6	2,172	2,132	4,551	3,779	39	30	6,597	5,220	11,125	9,587	15,676	13,366	130	146	33,726	34,938
Middle „ „ .	3	2	501	460	700	492	51	45	4,619	3,784	8,017	6,429	8,717	6,921	82	99	7,373	9,603
„ „ vernacular	5	4	555	328	1,735	1,385	81	66	8,013	6,559	10,676	8,298	12,411	9,683	30	43	4,150	4,351
For Girls—																		
High schools, English ..	...	...	...	...	...	...	1	1	115	114	120	120	120	120	...	...	...	...
Middle „ „ .	...	...	...	...	...	...	...	...	...	..	...		...		...		.	.
„ „ vernacular	1	1	54	65	346	346	9	10	331	376	720	745	1,066	1,091	2	2	157	180
Total Secondary Schools...	17	15	3,282	2,985	7,332	6,002	181	152	19,675	16,062	30,658	25,179	37,990	31,181	244	293	45,406	49,072
Primary Education.																		
For Boys—																		
Upper primary schools ..	1	2	25	159	56	429	123	177	6,118	8,522	6,674	11,870	6,730	12,299	81	52	4,229	2,517
Lower „ „ ...	7	10	233	410	855	670	970	1,153	32,406	40,477	16,495	28,450	16,850	29,120	629	680	18,803	20,839
For Girls—																		
Upper primary schools...	4	2	186	196	1,081	742	50	55	2,124	2,273	4,262	4,561	5,343	5,303	27	133	1,225	4,885
Lower „ „ ..	1	...	16	...	4		95	116	2,542	2,883	3,989	4,938	3,993	4,938	164	222	4,165	6,428
Total Primary Schools ...	13	14	460	675	1,406	1,841	1,238	1,501	43,190	54,155	31,420	49,819	32,916	51,660	901	1,087	28,422	34,669
Special Instruction.																		
Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	..	...	14	14	491	576
Guru-training classes ...	...	...	...	...	...	...	...	..	...	...	.	...	..	...	16	10	166	57
Technical schools . ..	...	...	...	...	...	...	1	2	53	96	390	600	390	600	11	11	368	370
Other special schools .	1	.	21	...	298	.	7	8	303	350	651	555	949	555	33	34	3,470	3,706
Total Special Schools ...	1	...	21	...	298	...	8	10	356	446	1,041	1,155	1,339	1,155	74	69	4,495	4,709
Buildings and furniture	...	...	...	...	5,058	1,246	...	...	...	...	1,151	3,340	6,409	4,586	...	...	...	..
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	1,084	2,432	...	...	...	
Miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	...	5,268	6,859	...	...	...	.
Total Municipal Expenditure					13,234	9,089					64,273	79,493	85,00	97,873				

* Including Government schools which are in receipt of municipal grants.

EDUCATION—SUBSIDIARY TABLE V.

EDUCATION—SUBSI

Return of Colleges and Schools for European and Eurasian Scholars

Class of Institutions.	PUBLIC INSTITUTIONS.															
	Under Public Management.								Under Private Management.							
	Managed by Government.				Managed by District or Municipal Boards.				Aided by Government.				Unaided.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education.																
Arts Colleges.																
English	...	...	...	...	...	...	...	...	3	410	377	287	4	47	43	(a)25
Secondary Schools.																
School Education, General. — *For Boys—*																
High schools ... English	...	...	...	...	...	...	...	...	6	1,073	1,024	866	5	992	942	854
Middle „ ... ditto	1	103	91	89	...	...	...	...	8	1,115	1,097	908	4	194	181	144
For Girls—																
High schools ... English	...	...	...	...	...	...	...	...	8	1,045	1,079	890	2	200	188	173
Middle „ ... ditto	...	...	...	...	...	...	...	...	19	1,884	1,869	1,569	5	321	310	256
Total Secondary Schools ...	1	103	91	89	...	...	...	...	41	5,117	5,069	4,233	16	1,707	1,621	1,427
Primary Schools.																
For Boys—																
Upper primary	...	...	...	...	...	...	...	...	7	298	268	206	1	25	29	16
Lower „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																
Upper primary	...	...	...	...	...	...	...	...	7	487	413	300	...	...	...	...
Lower „	...	...	...	...	...	...	...	...	1	31	33	28	1	9	11	9
Total Primary Schools ...	...	...	...	...	...	...	...	...	15	816	714	534	2	34	40	25
Total of Schools and Colleges for 1893-94	1	103	91	89	...	...	...	...	59	6,343	6,160	5,054	22	1,788	1,704	1,477
Grand Total for 1892-93	1	86	90	89	...	...	...	...	57	6,126	5,782	4,608	16	1,587	1,202	1,183

N.B.—In this table the "Pay" and "Free" departments of

DIARY TABLE V.

in the Lower Provinces of Bengal for the official year 1893-94.

Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning—			Classification of scholars on the 31st of March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians (non-aboriginal).	Hindus.	Brahmos.	Muhammadans.	Aborigines. Christians.	Aborigines. Non-Christians.	Others.			
18	19	20	21	22	23	24	25	26	27	28a	28b	28c	29	30	31
7	(b)457	457	267	...	79	24	272	10	55	6	2	9	...	...	(a) Exclusive of the daily average attendance of the Bishop's College Calcutta. (b) Including two Girls' colleges attended by six girls.
11	2,065	2,065	1,201	77	1,769	11	125	...	62	...	...	98	75	...	
13	1,412	1,412	180	32	1,308	43	9	...	31	...	...	21	98	..	
10	1,245	1,245	500	17	1,158	31	33	...	...	...	...	23	..	165	
24	2,205	2,205	234	...	2,141	55	7	...	1	...	...	1	...	406	
58	6,927	6,927	2,115	126	6,376	140	174	...	94	...	...	143	173	571	
8	323	323	...	...	315	5	2	...	1	...	...	...	124	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
7	487	487	...	...	452	14	...	...	...	...	...	21	...	173	
2	40	40	...	...	40	...	...	...	...	...	...	...	...	17	
17	850	850	...	...	807	19	2	...	1	...	...	21	124	190	
82	8,234	8,234	2,382	126	7,262	183	448	10	150	6	2	173	297	761	
74	7,799	7,444	1,971	259	7,014	130	343	6	144	5	5	152	312	650	

three schools have been shown as separate institutions.

EDUCATION—SUBSI

Return of Expenditure on Public Instruction for Europeans and

PUBLIC INSTI

Objects of Expenditure.	Under Public Management.													
	Managed by Government.							Managed by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including ⅓rds fees from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.														
Arts Colleges.														
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General.														
Secondary Schools.														
For Boys'—														
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... Ditto	13,795	...	...	15,186	...	...	28,981	...	...	...	...	...	...	...
For Girls'—														
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... Ditto	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools ...	13,795	...	...	15,186	...	...	28,981	...	...	...	...	...	...	...
Primary Schools.														
For Boys—														
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—														
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower „	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	38	...	...	...	...	...	38	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	1,077	...	...	...	...	...	1,077	...	...	...	...	...	...	...
Total ...	1,115	...	...	...	...	...	1,115	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—														
Charges for conducting examinations	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Prizes and rewards (including grants for cadets in European schools)	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction in 1893-94	14,910	...	...	15,186	...	...	30,096	...	...	...	...	...	...	...
Ditto for 1892-93 ...	13,388	...	...	16,399	...	...	29,787	...	...	...	...	...	...	...

DIARY TABLE VI.

Eurasians in the Lower Provinces of Bengal for the official year 1893-94.

TUTIONS—																	
UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—					GRAND TOTAL.	REMARKS.
Aided by Government.							Unaided.										
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	All other sources.		
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
7,800	...	...	18,043	...	15,760	41,603	1,187	...	4,435	5,622	7,800	...	...	10,230	20,195	47,225	
22,436	...	...	1,25,366	6,018	35,625	1,90,345	1,52,715	244	21,153	1,74,112	22,436	...	...	2,78,081	63,940	3,64,457	
27,217	...	...	32,198	12,743	36,943	1,09,101	*1,317	*3,196	...	*4,513	41,012	...	...	*48,701	*52,882	*1,42,595	*These figures are defective as three unaided schools have not supplied returns of expenditure.
23,487	...	...	1,46,547	3,482	13,481	1,86,997	50,104	...	...	50,104	23,487	...	...	1,96,651	16,063	2,37,101	
39,235	...	...	73,066	25,069	25,713	1,63,083	*8,458	*10,305	*2,079	*21,742	39,235	...	...	*81,524	*64,066	1,84,825	
1,12,375	...	...	3,77,177	48,212	1,11,762	6,49,526	2,12,594	13,745	24,182	2,50,471	1,26,170	...	...	6,04,957	1,97,851	9,28,978	
4,140	...	...	3,843	4,945	1,001	13,929	48	...	922	970	4,140	...	...	3,891	6,868	14,899	
4,250	...	...	3,426	5,826	638	14,140	...	...	...	...	4,250	...	...	3,426	6,464	14,140	
708	...	...	1,183	...	...	1,891	18	374	...	392	708	...	...	1,201	374	2,283	
9,098	...	...	8,452	10,771	1,639	29,960	66	374	922	1,362	9,098	...	...	8,518	13,706	31,322	
30,140	...	...	...	...	...	30,140	...	...	...	...	30,178	...	...	...	...	30,178	
1,212	...	...	...	...	...	1,212	...	...	...	...	2,289	...	...	...	...	2,289	
31,352	...	...	...	...	...	31,352	...	...	...	...	32,467	...	...	...	...	32,467	
...	...	...	...	...	...	...	...	...	...	...	15,179	...	...	...	...	15,179	
...	...	...	...	...	...	...	...	...	...	...	5,139	...	...	...	...	5,139	
...	...	...	...	...	...	...	...	...	...	...	320	...	...	...	...	320	
...	...	...	...	...	...	...	...	...	...	...	4,884	...	...	...	...	4,884	
...	...	...	...	...	...	...	...	...	...	...	25,522	...	...	...	..	25,522	
1,60,625	...	...	4,03,672	58,083	1,29,161	7,52,441	2,13,847	14,119	20,489	2,57,455	2,01,057	...	...	6,32,705	2,31,752	10,65,514	
1,42,315	...	...	3,87,387	58,335	86,496	6,74,533	1,93,080	16,145	1,86,009	3,95,843	1,78,958	...	...	5,97,475	3,46,985	11,23,418	

EDUCATION—SUBSIDIARY TABLE VII.

Return of the Stages of Instruction of Pupils in Public Schools for General Education for Europeans and Eurasians in the Lower Provinces of Bengal at the end of the official year 1893-94.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading printed books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Not reading printed books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SECONDARY SCHOOLS.																				
Boys' Schools.																				
High English .. Aided ...	6	1,073	96	2	98	324	20	344	276	20	296	191	15	206	111	18	129	998	75	1,073
High English .. Unaided ...	5	992	190	...	190	362	...	362	211	...	211	129	...	129	36	...	36	928	...	928*
Middle .. .. Government	1	103	...	...	...	38	...	38	33	...	33	32	...	32	...	...	...	103	...	103
Middle .. .. Aided ...	8	1,115	...	...	...	281	25	306	218	28	246	240	12	258	287	18	305	1,032	83	1,115
Middle .. .. Unaided ...	4	194	...	...	...	35	...	35	68	6	74	45	3	48	31	6	37	179	15	194
Total ...	24	3,477	286	2	288	1,040	45	1,085	806	54	860	643	30	673	465	42	507	3,240	173	3,413
Girls' Schools.																				
High English ... Aided ...	8	1,045	...	58	58	4	320	324	15	183	198	39	180	219	78	168	246	136	900	1,045
High English ... Unaided ...	2	200	...	19	19	...	56	56	6	53	59	15	31	46	8	12	20	29	171	200
Middle „ ... Aided ...	19	1,884	...	...	...	31	306	337	47	389	436	51	426	477	177	457	634	306	1,578	1,884
Middle „ ... Unaided ...	5	321	...	...	...	1	43	44	16	40	56	30	63	93	53	75	128	100	221	321
Total ...	34	3,450	...	77	77	36	725	761	84	665	749	135	700	835	316	712	1,028	571	2,879	3,450
Total Secondary Schools ...	58	6,927	286	79	365	1,076	770	1,846	890	719	1,609	778	730	1,508	781	754	1,535	3,811	3,052	6,863
PRIMARY SCHOOLS.																				
For Boys.																				
Upper primary ... Aided ...	7	298	...	...	...	...	...	...	30	29	59	48	31	79	96	64	160	174	124	298
Upper primary ... Unaided ...	1	25	...	...	...	...	...	...	1	...	1	7	...	7	17	...	17	25	...	25
Total ...	8	323	...	...	...	...	...	...	31	29	60	55	31	86	113	64	177	199	124	323
For Girls.																				
Upper primary ... Aided ...	7	487	...	...	...	...	...	...	15	55	70	41	99	140	117	160	277	173	314	487
Lower „ ... Aided ...	1	31	...	...	...	...	...	...	...	...	...	5	10	15	9	7	16	14	17	31
Lower „ ... Unaided ...	1	9	...	...	...	...	...	...	...	...	...	...	1	1	3	5	8	3	6	9
Total ...	9	527	...	...	...	...	...	...	15	55	70	46	110	156	129	172	301	190	337	527
Total Primary Schools ...	17	850	...	...	...	...	...	...	46	84	130	101	141	242	242	236	478	389	461	850
GRAND TOTAL FOR 1893-94 (FOR SECONDARY AND PRIMARY SCHOOLS) AS IN GENERAL TABLE V (A).	75	7,777	286	79	365	1,076	770	1,846	936	803	1,739	879	871	1,750	1,023	990	2,013	4,200	3,513	7,713*
DITTO FOR 1892-93 ...	70	7,444	262	110	372	972	730	1,702	884	785	1,669	838	785	1,623	927	916	1,843	3,883	3,326	7,209

* This does not include 64 boys attending the Armenian College, as no return of their classification has been received.

EDUCATION—SUBSIDIARY TABLE VIII.

Return showing the Expenditure on different classes of Schools for Native boys and girls during the year 1893-94.

BURDWAN DIVISION.

Class of schools.	Number of schools existing at the end of the year.	Number of pupils on the rolls at the end of the year.	Expenditure from— Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
High ... ... Government ...	9	2,507	14,214	...	2,498	58,145	1,935	76,792	
High ... ... Aided ...	53	7,417	23,774	787	4,376	92,303	29,879	1,51,119	
High ... ... Unaided ...	22	4,041	...	...	...	30,926	33,103	64,029	
Middle English Government ..	6	893	285	1,370	776	6,432	606	9,469	
Middle English Aided	161	10,069	3,839	33,604	1,487	50,216	43,118	1,32,284	
Middle English Unaided ...	54	3,082	.	...	...	9,130	12,349	21,479	
Middle vernacular Government	26	1,589	...	6,043	..	5,258	743	12,044	
Middle vernacular Aided	124	7,593	4,420	12,902	1,715	24,399	17,198	60,574	
Middle vernacular Unaided ...	25	1,394	...		...	3,872	2,527	6,399	
Upper primary	844	31,579	10,882	26,202	3,609	51,103	26,484	1,18,340	
Lower „	9,581	2,28,204	10,221	65,243	5,315	3,30,782	38,351	4,49,912	
Miscellaneous (Schools for special instruction as in Education General Table III)	39	797	13,882	2,986	360	420	9,534	27,182	
Total ...	10,944	2,99,187	81,537	1,49,197	20,136	6,62,986	2,15,767	11,29,623	
Total for 1892-93 .	10,883	3,00,400	80,415	1,39,680	19,862	6,57,956	2,19,219	11,17,132	

PRESIDENCY DIVISION.

High . . Government ...	8	2,015	27,353	..		31,093	1,573	60,019	
High . . Aided ...	52	7,685	27,579	...	138	89,497	24,998	1,42,212	
High . . Unaided ...	17	2,954	...	...	...	29,760	18,843	48,603	
Middle English .. Government	...		...	..	...	...			
Middle English .. Aided	124	9,258	5,480	24,107	752	46,820	31,256	1,08,415	
Middle English .. Unaided ..	37	2,450	...		...	9,098	7,113	16,211	
Middle vernacular Government ...	13	748	...	3,220	590	2,673	487	6,970	
Middle vernacular Aided .	190	10,899	10,454	17,054	1,922	32,465	24,065	85,960	
Middle vernacular Unaided ...	21	1,350	...	..	...	3,275	2,714	5,989	
Upper primary	536	20,016	10,922	15,719	2,897	28,929	16,471	74,938	
Lower „	4,462	1,26,668	13,803	49,818	7,369	1,60,816	50,188	2,82,084	
Miscellaneous (Schools for special instruction as in Education General Table III)	75	609	23,456	...	360	996	16,190	41,002	
Total ...	5,535	1,85,252	1,19,137	1,09,918	14,028	4,35,422	1,93,898	8,72,403	
Total for 1892-93 ...	5,781	191,123	1,20,028	1,13,870	12,466	4,36,164	2,20,091	9,02,618	

CALCUTTA.

High ... .. Government ...	5	1,462	52,841	...	...	45,665	211	98,717	
High ... .. Aided ...	3	396	4,640	...	...	5,577	4,953	15,170	
High ... .. Unaided .	40	13,757	...	...	...	2,52,400	33,169	2,85,569	
Middle English ... Government ...	2	336	5,086	...	...	2,958	...	8,044	
Middle English ... Aided ...	6	1,380	1,070	...	216	13,550	702	15,538	
Middle English ... Unaided ...	10	873	...	...	...	5,859	1,895	7,754	
Middle vernacular Government ...	1	252	2,511	...	...	2,846	...	5,357	
Middle vernacular Aided ...	15	1,669	4,934	...	641	12,556	11,407	29,538	
Middle vernacular Unaided ...	4	468	. .	...	...	2,872	640	3,512	
Upper primary	29	2,358	6,298	...	776	6,456	27,163	40,693	
Lower „	293	12,096	26,029	...	3,070	30,130	71,537	1,30,766	
Miscellaneous (Schools for special instruction as in Education General Table III)	13*	1,537	1,02,946	...	...	31,951	6,198	1,41,095	
Total ...	421	36,584	2,06,355	...	4,703	4,12,620	1,57,875	7,81,553	
Total for 1892-93 ...	406	35,636	2,11,771	...	427	3,89,085	1,36,700	7,37,983	

* Including the Government School of Art with 269 pupils and the Anglo-Persian Department of the Calcutta Madrassa with 360 pupils.

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

RAJSHAHI DIVISION.

Class of schools.	Number of schools existing at the end of the year.	Number of pupils on the rolls at the end of the year.	Expenditure from— Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
High ... Government ...	8	2,256	24,435	...	1,931	40,295	2,579	69,240	
High ... Aided ...	10	1,552	5,505	192	890	15,076	10,017	31,590	
High ... Unaided ...	3	288	...	...	...	563	3,895	4,458	
Middle English ... Government ...	4	429	...	774	316	2,045	798	3,933	
Middle English ... Aided ...	69	4,655	1,371	13,889	353	16,215	25,175	57,003	
Middle English ... Unaided ...	22	1,185	...	...	...	1,597	9,304	10,901	
Middle vernacular Government ...	26	1,571	240	4,624	639	4,032	900	10,435	
Middle vernacular Aided ...	100	5,015	1,547	12,369	378	10,137	13,487	37,918	
Middle vernacular Unaided ..	12	541	...	...	...	477	2,858	3,335	
Upper primary	464	16,694	4,277	19,334	955	19,543	14,551	58,660	
Lower „	2,828	69,300	7,956	40,365	2,680	79,301	22,287	1,52,589	
Miscellaneous (Schools for special instruction as in Education General Table III)	16*	583	11,570	6,019	60	1,132	3,441	22,222	
Total ..	3,562*	104,069	56,901	97,566	8,112	1,90,413	1,09,292	4,62,284	
Total for 1892-93 ...	3,361	98,439	40,630	93,828	6,941	1,79,300	1,10,002	4,30,701	

* The Kalimpong training school with its attached practising class has been returned here as two schools.

DACCA DIVISION.

High ... ... Government ...	5	1,512	19,768	...	120	32,566	1,018	53,472	
High ... ... Aided ...	23	4,005	7,321	300	450	40,918	11,728	60,712	
High ... ... Unaided ...	19	5,194	...	...	...	60,549	21,209	81,758	
Middle English ... Government ...	...	...	...	...	...	...	...	...	
Middle English ... Aided ...	118	8,993	1,906	22,667	377	40,313	23,494	88,757	
Middle English ... Unaided ...	51	3,304	...	...	...	8,287	14,971	23,258	
Middle vernacular Government ...	18	1,263	..	3,240	750	4,854	1,259	10,103	
Middle vernacular Aided ...	233	10,277	16,007	10,262	666	30,381	12,962	70,278	
Middle vernacular Unaided ...	41	2,363	...	...	...	5,037	4,246	9,283	
Upper primary	733	24,961	5,120	21,638	755	38,099	13,222	78,834	
Lower „	6,751	145,941	5,119	44,798	1,502	1,70,901	70,044	2,92,364	
Miscellaneous (Schools for special instruction as in Education General Table III)	44	1,508	27,341	2,389	...	22,938	15,408	68,071	
Total ...	8,036	209,321	82,582	1,05,294	4,620	4,63,833	1,89,561	8,45,890	
Total for 1892-93 ...	7,874	206,133	83,139	98,659	4,889	4,69,902	1,85,589	8,42,178	

CHITTAGONG DIVISION.

High ... ... Government ...	4	892	11,677	...	...	17,941	1,138	30,756	
High ... ... Aided ...	8	1,606	3,147	...	...	18,987	3,236	25,370	
High ... ... Unaided ...	4	850	...	...	...	10,488	812	11,300	
Middle English ... Government ..	...	...	...	...	...	...	...	...	
Middle English ... Aided	26	2,064	289	6,074	...	8,002	5,447	19,812	
Middle English ... Unaided ...	23	1,537	...	...	...	4,969	3,670	8,639	
Middle vernacular Government ...	10	753	...	2,485	...	2,313	126	4,924	
Middle vernacular Aided ...	105	5,475	9,563	5,362	296	14,139	3,094	32,454	
Middle vernacular Unaided ...	16	845	...	...	...	1,628	957	2,585	
Upper primary	458	17,910	5,852	15,479	466	27,626	5,497	54,920	
Lower „	4,709	102,714	5,503	38,182	689	99,738	44,040	1,88,152	
Miscellaneous (Schools for special instruction as in Education General Table III)	17	994	6,520	3,746	120	3,571	11,243	25,200	
Total ...	5,379	135,670	42,551	71,328	1,571	2,09,402	79,260	4,04,112	
Total for 1892-93 ...	5,685	142,306	42,074	52,852	978	2,20,548	76,251	3,01,903	

PATNA DIVISION.

High ... ... Government ...	7	2,429	15,480	...	...	55,277	3,845	74,602	
High ... ... Aided ...	8	1,581	5,084	...	1,195	20,362	6,661	33,302	
High ... ... Unaided ...	23	5,337	...	...	...	51,394	33,011	84,405	
Middle English ... Government ...	3	189	...	1,211	...	530	777	2,518	
Middle English ... Aided	31	2,061	2,293	4,505	1,022	7,895	11,713	27,428	
Middle English ... Unaided ...	8	503	...	...	...	2,151	2,680	4,831	
Middle vernacular Government	40	2,168	815	9,635	786	4,903	1,476	17,615	
Middle vernacular Aided	4	400	482	325	372	693	1,681	3,553	
Middle vernacular Unaided ...	13	728	...	...	...	76	4,272	4,348	
Upper primary	205	10,204	2,697	14,621	3,442	10,616	5,230	36,606	
Lower „	5,893	1,33,435	2,897	52,899	8,775	1,63,848	76,235	3,04,654	
Miscellaneous (Schools for special instruction as in Education General Table III)	30	1,494	37,737	1,230	255	8,402	22,470	70,094	
Total ...	6,265	1,60,529	67,485	84,426	15,847	3,26,147	1,70,051	6,63,956	
Total for 1892-93 .	6,025	1,51,293	66,492	75,717	13,559	3,34,790	1,50,550	6,41,108	

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

BHAGALPUR DIVISION.

Class of schools.	Number of schools existing at the end of the year.	Number of pupils on the rolls at the end of the year.	Expenditure from— Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
High ... Government ...	5	1,159	7,738	...	950	24,824	3,571	37,083	
High ... Aided ...	5	771	2,332	429	405	8,291	6,582	18,039	
High ... Unaided ...	8	1,562	...	...	...	15,758	9,034	24,792	
Middle English ... Government ..	4	207	..	2,037	...	526	262	2,825	
Middle English ... Aided ...	27	1,629	2,749	4,362	873	6,694	9,619	24,297	
Middle English ... Unaided ..	4	130	..	...	...	389	1,929	2,318	
Middle vernacular Government ...	19	1,217	842	3,359	511	3,705	704	9,121	
Middle vernacular Aided ...	19	1,119	1,071	1,896	342	3,437	1,631	8,377	
Middle vernacular Unaided ..	9	414	...	...	...	751	5,048	5,799	
Upper primary	235	9,858	8,621	7,944	2,019	14,536	5,728	38,848	
Lower ,, ...	3,246	67,139	14,708	24,110	2,321	1,16,559	20,578	1,87,276	
Miscellaneous (Schools for special instruction as in Education General Table III)	21	333	1,421	2,937	...	...	4,454	8,812	
Total ...	3,602	85,538	39,482	47,074	7,421	1,95,470	78,140	3,67,587	
Total for 1892-93 ...	3,275	78,800	39,601	46,651	6,646	1,79,372	70,607	3,42,877	

ORISSA DIVISION.

High ... Government ..	3	641	7,646	...	...	12,774	...	20,420	
High ... Aided ...	6	749	4,101	...	623	8,058	3,428	16,210	
High ... Unaided ...	...	...	...	...	...	...	...	...	
Middle English ... Government ..	3	144	345	507	...	686	85	1,713	
Middle English ... Aided ..	34	2,035	2,601	7,031	...	5,323	9,456	24,411	
Middle English ... Unaided ..	4	165	...	...	...	163	1,046	1,209	
Middle vernacular Government .	15	606	1,234	3,075	346	374	3	5,032	
Middle vernacular Aided .	28	1,386	2,556	3,622	13	1,074	5,955	13,220	
Middle vernacular Unaided ...	2	53	...	...	...	24	371	395	
Upper primary	288	8,102	3,209	10,297	1,901	7,761	4,524	27,692	
Lower ,, ...	5,891	85,721	5,428	23,796	1,251	1,68,124	45,056	2,43,655	
Miscellaneous (Schools for special instruction as in Education General Table III)	34	399	18,488	667	...	2,143	2,155	23,453	
Total ...	6,308	1,00,001	45,608	49,085	4,134	2,06,504	72,079	3,77,410	
Total for 1892-93 ...	6,262	100,824	39,210	47,987	3,035	2,12,101	61,653	3,64,586	

ORISSA TRIBUTARY MAHALS.

High ... Government ...	...	...	...	...	...	...	...	...	
High ... Aided ...	...	...	...	...	...	...	...	...	
High ... Unaided ...	1	112	...	...	...	...	2,720	2,720	
Middle English ... Government ..	...	...	...	...	...	...	...	...	
Middle English ... Aided ...	...	...	...	...	...	...	...	...	
Middle English ... Unaided ...	8	617	...	...	...	...	5,571	5,571	
Middle vernacular Government ..	...	...	...	...	...	...	...	...	
Middle vernacular Aided ...	...	...	...	...	...	...	...	...	
Middle vernacular Unaided ...	10	433	...	...	...	145	3,119	3,264	
Upper primary	49	1,495	...	...	...	455	5,196	5,651	
Lower ,, ...	1,123	13,132	...	...	...	40,825	5,326	46,151	
Miscellaneous (Schools for special instruction as in Education General Table III)	...	...	...	...	..	...	...	...	
Total ...	1,191	15,789		...	...	41,425	21,932	63,357	
Total for 1892-93 ...	1,334	18,463	4,066	...	...	46,053	23,101	73,220	

CHOTA NAGPUR DIVISION.

High ... Government ...	5	1,083	8,964		...	18,616	1,134	28,714	
High ... Aided ...	2	220	945	...	...	1,605	1,822	4,372	
High ... Unaided ..	...	...	...	...	...	...	...		
Middle English ... Government ..	...	...	...	...	...	...			
Middle English ... Aided ...	31	2,065	9,948	..	749	2,360	20,224	33,281	
Middle English ... Unaided ...	1	65	...	...	...	26	240	266	
Middle vernacular Government ...	17	1,125	4,850	...	314	1,123	443	6,730	
Middle vernacular Aided ..	13	740	2,626	...	493	1,580	1,822	6,521	
Middle vernacular Unaided ...	...	...	...	...	...	..	...	...	
Upper primary	123	5,849	9,463	...	782	4,568	11,687	26,500	
Lower ,, ...	2,009	55,165	45,068	...	1,086	37,276	26,444	1,10,474	
Miscellaneous (Schools for special instruction as in Education General Table III)	44	311	7,240	...	...	5	2,014	9,259	
Total ...	2,245	66,623	89,704		3,424	67,159	65,830	2,26,117	
Total for 1892-93 ...	2,124	62,716	89,048	...	2,843	62,976	64,978	2,19,845	

EDUCATION—SUBSIDIARY TABLE VIII—*concluded.*

SUMMARY.

CLASS OF SCHOOLS.		Number of schools existing at the end of the year.	Number of pupils on the rolls at the end of the year.	EXPENDITURE FROM— Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	Total.	REMARKS.
1		2	3	4	5	6	7	8	9	10
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
High	Government ...	59	16,046	1,90,116		5,409	3,37,196	17,004	5,49,815	
	Aided ...	170	25,962	84,428	1,708	7,987	3,09,639	1,03,304	5,07,096	
	Unaided ...	137	34,125	...	...		4,51,838	1,55,796	6,07,634	
Middle English ...	Government .	22	2,198	5,716	5 989	1,092	13,177	2,528	28,502	
	Aided ..	627	44,149	31,566	1,16,289	5,829	1,97,388	1,80,204	5,31,226	
	Unaided ...	221	13,911				41,669	60,708	1,02,437	
Middle vernacular	Government ...	185	11,285	10,402	35,081	3,936	32,061	6,141	88,331	
	Aided ..	831	44,572	53,060	63,792	6,838	1,30,861	93,242	3,48,393	
	Unaided ...	153	8,589	.	...	..	17,957	26,752	44,709	
Upper primary		3,964	149,626	67,341	1,31,294	17,602	2,09,692	1,35,753	5,61,682	
Lower ,, ...		46,786	1,039,515	1,37,422	3,39,211	34,058	13,98,300	4,79,086	23,88,077	
Miscellaneous (Schools for special instruction as in Education General Table III)		353	8,565	2,50,601	19,074	1,155	71,553	93,107	4,36,390	
Total		53,488	1,398,563	8,31,342	7,13,888	83,996	32,11,381	13,53,685	61,94,292	
Total for 1892-93		53,012	1,386,133	8,16,474	6,69,244	72,245	31,88,247	13,18,741	60,64,961	

A C.—Reg No. 3643J—600—31-10-94.

GENERAL DEPARTMENT.

EDUCATION

DARJEELING, THE 29TH OCTOBER 1894.

RESOLUTION—No. 468T.—G.

READ—

The Report on Public Instruction in Bengal for the year 1893-94.

Preliminary.

The Annual Report for 1893-94 has been submitted by Sir Alfred Croft, K.C.I.E., who resumed charge of the Department on 7th December 1893, after long furlough from 5th April 1892. During the earlier part of the year Dr. C. A. Martin officiated as Director of Public Instruction. The Report is longer by 35 pages than its predecessor for 1892-93, and by 23 pages than that for 1891-92, but it is full of most valuable and interesting matter, and the Lieutenant-Governor cannot point to any portion of it which could with advantage be much shortened. The punctuality practically achieved in the submission of the Report is commendable.

Number under instruction

2. The number of pupils under instruction continues to increase, though there is no great advance to record this year. In public institutions the number has risen by 13,670, from 1,400,067 to 1,413,737, and in private institutions by 541 pupils, from 134,989 to 135,530: taken together there has been a total gain of 14,211 pupils. The institutions have also increased in number: public, from 53,131 to 53,615; private or indigenous, from 13,473 to 13,602; total increase 613. The gain has been obtained in nearly all classes of institutions. Among the schools classified as "public institutions" which adopt departmental standards, the number supported or aided by public funds has risen from 41,697 to 41,981, and the number of unaided schools has also increased from 11,434 to 11,634. Taking University and secondary education together, the pupils under instruction have slightly risen from 207,192 to 208,453. The increase in the attendance in primary schools is larger, viz., from 1,123,225 to 1,130,551. the development being apparent in both upper and lower primaries, but more especially in the latter. The figures for the lower primary schools are given below for the last five years:—

	Schools	Pupils.
1889-90	44,146	960,914
1890-91	43,998	942,244
1891-92	44,920	987,948
1892-93	43,829	983,271
1893-94	44,020	988,745

Female schools have advanced remarkably in the last four years, as shown by the following figures:—

	Schools.	Pupils.
1890-91	2,270	49,638
1891-92	2,743	57,801
1892-93	2,856	60,249
1893-94	3,042	65,011

Arabic and Persian schools are almost stationary, but Sanskrit education shows 120 more schools and 700 more pupils.

Ratio to population.

3. In the population to which the educational returns apply, there are, at the usual rate of 15 per cent., 5,461,912 male children and 5,494,642 female children of school-going age. The returns show 1,444,421 boys and 104,846 girls at school. Thus of all boys of a school-going age 26·4 per cent., and of all girls of a

school-going age 1·9 per cent., are at school. In the previous year the percentages were 26·2 and 1·9 respectively; they do not change materially from year to year. The proportion of boys actually at school in the different districts, compared with the number of boys of school-going age, taken at the usual rate of 15 per cent. of the male population, varies from nearly 60 per cent. in Hooghly and Noakhali, and nearly 54 per cent. in Howrah and Chittagong, to less than 10 per cent. in Palamau and to 6·3 in the Chittagong Hill Tracts. The order of the districts *inter se* remains remarkably constant, with but few fluctuations.

Financial results.

4. The income of the Department, which was Rs. 5,65,567 in 1892-93, fell to about Rs. 5,53,000 in 1893-94, the reduction being mainly in contributions from private persons. The expenditure charged in the accounts to the Department was about Rs. 25,72,000, against Rs. 25,37,481 in the preceding year. The net expenditure from Provincial revenues on education was therefore Rs. 20,24,000 against Rs. 19,71,914, an increase of Rs. 52,000. On the other hand, the expenditure on school buildings, which is charged in the accounts to the head of the Public Works Department, fell from Rs. 2,85,854 to Rs. 1,93,404, the chief difference being that the Calcutta School of Art was completed in 1892-93. Taking the departmental accounts, as distinguished from those of the Financial Department, the total net expenditure on education in Bengal, including all disbursements from public and private sources, after deducting the fees and contributions paid to the University and in all public schools and colleges, amounted to Rs. 95,75,457 as compared with Rs. 96,45,408 in the preceding year—a decrease of Rs. 69,951. The net expenditure from all public sources, including District and Municipal funds, increased from Rs. 34,66,457 to Rs. 34,69,664, or by Rs. 3,207, while expenditure from private sources fell off from Rs. 61,78,951 to Rs. 61,05,793, or by Rs. 73,158. No less than Rs. 69,403 of this sum are due to the diminished income of the University, the figures in the preceding year having represented the accounts for 15 months owing to an alteration in the financial year. Collegiate education cost more by Rs. 23,575, and secondary education by Rs. 60,321, chiefly from private sources: primary education expenditure increased by Rs. 50,380. Female education cost less by Rs. 58,248, in spite of higher contributions from public funds. It was noticed last year that municipalities spent 50 per cent. more on secondary than on primary education: this year a comparison shows very different results, viz., Rs. 29,970 spent on secondary and Rs. 41,419 on primary education.

Inspection tours.

5. Dr. Martin made tours extending over 53 days, and visited 71 institutions in 11 districts. besides the Chota Nagpur Division. Sir Alfred Croft, after his return from furlough and performing his duties as Vice-Chancellor of the University in connection with the Convocation and otherwise, spent 32 days in inspecting 43 institutions in six districts. The time spent on inspections by the inspecting staff of the Province, throughout the year, is exhibited in the following statement and compared with last year:—

	1892-93.		1893-94.	
	Number of officers.	Average number of days.	Number of officers.	Average number of days.
1	2	3	4	5
Inspectors	5	168	5	172
Assistant and Joint-Inspectors ...	9	131	9	152
Inspectors of European Schools ..	2	67	2	95
Deputy Inspectors	44	161	44	182
Sub-Inspectors	198	219	200	212

In every class but the last there is an improvement. Mr. M. Prothero and Mr. Reuther did specially good work in their circles; they were 228 and 208 days respectively on tour away from their head-quarters. Mr. Prothero's 228 out of 271 days on duty is, as the Director remarks, an unexampled record of activity. Rai Radhika Prosanna Mukerjee Bahadur spent 155 days on tour, and visited 279 schools: Babu Dinanath Sen, Officiating Inspector in the Eastern Circle, was out for 145 days and visited 174 schools. Mr. G. A. Stack in Bihar inspected 130 schools in 166 days. Mr. LeFeuvre was inspecting for 180 days out of 249 on duty as Assistant Inspector. Babu Chandra Mohun Mazumdar, Assistant Inspector of the Presidency Division, was on tour for only 16 days in six months, and pleads ill-health. He should be required to take long leave or do his duty properly. Babu Beni Madhub De, Assistant Inspector of the Burdwan Division, only toured for 61 days in nine months, and has been previously warned. He has now taken two years' furlough, and will, it is hoped, show more activity on his return. Babu Brajendra Kumar Guha was censured last year for his inadequate touring, and has done only slightly better this year. Maulvi Abdul Karim, Assistant Inspector of Muhammadan Education, should have done more than 141 days, as he has very little office work: the same remarks apply to Maulvi Muhammad Ibrahim, employed on similar duty in Bihar. The Director's orders, that all Inspectors and Assistant Inspectors should distribute their work so as to go through half of the districts in their circles each year, and to pay shorter visits to the other half, are approved. Among the Deputy Inspectors only five officers failed to attain the prescribed minimum of the rate of 150 days' touring in the year. The Lieutenant-Governor trusts that this year will see better inspection work of secondary schools done in Midnapore and Jessore The Sub-Inspectors have on an average exceeded the prescribed minimum of 200 days' touring in all the divisions, but the minimum of 400 visits to schools was not attained in the Rajshahi, Dacca, Chittagong, and Bhagalpur Divisions. Sir Alfred Croft expresses the opinion that 400 visits to schools is too high a minimum to fix, and on the other hand a record of 500 visits to schools implies that the work must have been perfunctorily done. The Lieutenant-Governor accepts the Director's views in these respects, and is fully satisfied that both by personal example and by precept he is doing all he can to inculcate the importance of activity in inspection, and also the necessity of the tours being wisely planned and the visits of inspection searching and instructive. Last year 750 chief gurus and inspecting pandits paid 248,008 visits to schools; average 331. This year 484 of them paid 239,835 visits; average 495. The diminution in number from 750 to 484 is accounted for by the general substitution of inspecting pandits for chief gurus; the latter, it is considered, are too fully occupied with their own pathsalas to be able to give proper attention to others. The new system which is approved by the Director should be extended to the 24-Parganas.

District Boards.

6. The Lieutenant-Governor has heard with much pleasure that the District and Local Boards have worked in harmony, except in one district, with the officers of the Department, and that the advice of the Deputy Inspector of Schools is generally both asked for and followed, or at any rate fully considered. In the more advanced districts the Boards are beginning to work on their own lines. This is specially marked in the Presidency and Burdwan Divisions, which show a growing tendency to independent action, not leading to friction, but said to be not always conducive to the interests of education. In some instances, chiefly in the Burdwan, Rajshahi, and Orissa Divisions, complaints are still made of delay in the payment of school grants. The arrears fall over into the next year, and become chargeable to the allotment of the year, without any separate provision being made for them in the budget. The savings thus effected are by no means invariably re-allotted to education in the following year; and thus not only the school teachers suffer from the delay, but the progress of education itself is impeded. In one district an arrear educational grant paid by Government was wholly allotted to public works. This should not have been allowed. The Director writes:—"While the general work of administration was carried on under orders of the Chairman or Vice-Chairman in consultation with the Deputy Inspector, all important matters, such as the appointment of inspecting pandits, sanctioning grants to primary or secondary schools,

passing rules for the grant of rewards and prizes, framing budget estimates, the consideration of proposals coming from the Department or from local inspecting officers, the promotion of technical education, the creation of special, technical or female scholarships, and similar subjects, were dealt with at the meetings of the District Boards. The Education Sub-Committee in most cases prepared papers for the consideration of the Board, and occasionally disposed of ordinary business transferred to them by the Chairman." In some districts Local Boards have been given power over secondary as well as primary education; in others they have no educational functions at all; in others their powers over primary education are subject to revision by the District Boards. The Director considers that the utmost that can yet be safely entrusted to Local Boards is the control of primary education, including the payment of teachers on the authority of the Sub-Inspector; the appointment or confirmation of the appointment of teachers; and the selection of backward schools for stipends. In these views the Lieutenant-Governor is disposed to concur, and he will deal more fully with the subject in the annual Resolution on Local Self-Government.

University education.

7. The number of Colleges has increased from 33 to 36, divided into Government 11, municipal 1, aided 8, and unaided 16. The Martinière College for girls has been transferred from the unaided to the aided list; while Bishops' College, Doveton College and Loretto House have now furnished returns of their College Departments. The students on the roll at the end of the year were 6,240 instead of 5,443 last year, an increase of 797 students, nineteen of these being females. This large increase is explained by the high percentage of successful candidates at the Entrance Examination of 1893. The increase in the pupils of Government colleges was 196, in aided colleges 195, and in unaided colleges 406. The Presidency College has 573 on its rolls, the largest number in its history: at Dacca the numbers have declined in two years from 313 to 190. Out of the total number of 6,240 College students, 3,892 are reading in 18 Colleges in Calcutta and 2,348 in 18 mufassal Colleges. The variations in the numbers of the successful candidates at the University examinations during the last six calendar years are shown in the following statement:—

	1889.	1890.	1891.	1892.	1893.	1894.
1	2	3	4	5	6	7
Entrance	1,153	2,156	1 710	1,643	2,915	1,863
Percentage of success ...	25	50	43	40	67	44
First Arts	629	996	693	1,011	830	826
Percentage of success ...	27	36	36	44	37	38
Bachelors of Arts ...	366	399	231	280	301	484
Percentage of success ...	34	40	29	24	25	36
Bachelors of Law ...	187	254	128	48	148	99
Percentage of success ..	52	70	63	27	47	32
Masters of Arts ...	62	57	46	54	57	.... *
Percentage of success ...	50	45	36	46	44	.... ..

* The examination is held in November

These figures illustrate what the Lieutenant-Governor has before remarked as to the inequality of the test to which candidates are subjected in different years, and he regrets that the University have not been able as yet to secure greater uniformity in the severity of the questions put and the system of marking. It is a serious detriment to the solid progress of education when so large an element of uncertainty enters into the prospect of University success.

Success in University examinations.

8. A comparison of the tables shows that, out of 4,775 youths reading in the first and second-year classes on the 31st December 1893 for the F.A. examination, 2,179 attended the examination. The percentage of successful candidates slightly rose from 37 to 38. In Government Colleges the percentage was 39, in

aided Colleges 47, and in unaided Colleges 36. The Government Colleges were less successful than usual, especially those at Patna, Cuttack, and Chittagong, and it behoves the Professors of these Colleges to exert themselves to recover for them the high position they formerly held, and have lost. Among aided Colleges, the Uttarpara College was most successful, passing 64 per cent. of its candidates: among the unaided, the Bangabasi College at Calcutta passed 23 out of 41 candidates, while the two Barisal Colleges passed 60 out of 107.

Among the candidates for the B.A. degree, the percentage of success recovered considerably from 25 to 36, though it did not attain the high figure of 40 per cent. achieved in 1890. Comparing the groups of Colleges, the ratio of success appears to be as follows:—

	A Course.	B Course.	Total percentage.
Government	39	46	41
Aided	45	23	39
Unaided	32	28	31
Total ...	37	34	36

The close approximation of the ratio of success in the A and B courses is welcomed as showing that at last the two examinations are of nearly equal severity. Hitherto it has been held that the examination in the B course was unduly easy, and that to this cause the higher ratio of success and the comparative popularity of the course were due, rather than to the natural inclination of the Bengali mind towards physical science. The figures of preceding years have been—

	A Course.	B Course.	Total percentage.
1889	33	39	34
1890	39	49	40
1891	26	33	29
1892	20	47	24
1893	21	45	25
1894	37	34	36

The Director quotes also the percentages of success attained by the Presidency College, viz., 70 per cent. in the A course and 66 per cent. in the B course, which support the conclusion, not only that the instruction is equally efficient in both departments, but also that the University standards are, or at the last examination were, of equal difficulty in both courses. The City College in Calcutta continues to be remarkably successful in the B course: and the steady progress of instruction in physical science among the aided and unaided Colleges of Bengal affords much ground for satisfaction, while the success attained is gradually appoaching that of the Government Colleges. The number of candidates who took up the A or Literature course has risen this year from 987 to 992; while the number of students of the B or Science course has risen from 182 in 1892 to 355 in 1894, having nearly doubled in two years.

Of the 129 candidates for Mastership of Arts. 57 passed, as compared with 54 out of 118 in the preceding year, but no degrees were taken in Arabic, Persian or History, all of which were represented in 1892. The literary subjects, English, Sanskrit and Philosophy, had 34 successful students, while 23 passed in Mathematics, Chemistry and Physical Sciences.

Cost of the Colleges.

9. The total expenditure upon collegiate education has increased from Rs. 6,95,839 to Rs. 7,19,354, or by Rs. 23,515: the expenditure from Provincial revenues has increased by Rs. 8,099, and the fee-receipts are larger by Rs. 33,416, while the receipts from subscriptions and endowments show a decline of Rs 17,698. The charge on Provincial revenues is nearly 40 per cent. of the total expenditure, and amounts to nearly twice the Government outlay on primary education. The annual cost of each student in a Government College during the year decreased from Rs. 238-11-8 to Rs. 236-14-5, and the cost of his education to Government from

passing rules for the grant of rewards and prizes, framing budget estimates, the consideration of proposals coming from the Department or from local inspecting officers, the promotion of technical education, the creation of special, technical or female scholarships, and similar subjects, were dealt with at the meetings of the District Boards. The Education Sub-Committee in most cases prepared papers for the consideration of the Board, and occasionally disposed of ordinary business transferred to them by the Chairman." In some districts Local Boards have been given power over secondary as well as primary education; in others they have no educational functions at all; in others their powers over primary education are subject to revision by the District Boards. The Director considers that the utmost that can yet be safely entrusted to Local Boards is the control of primary education, including the payment of teachers on the authority of the Sub-Inspector; the appointment or confirmation of the appointment of teachers; and the selection of backward schools for stipends. In these views the Lieutenant-Governor is disposed to concur, and he will deal more fully with the subject in the annual Resolution on Local Self-Government.

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Rs. 145-11-1 to Rs. 142-15. The cost of collegiate education generally has fallen from Rs. 124-0-11 per head to Rs. 114-7-7. The cost of the whole number of collegiate students for the past five years may be exhibited as follows, in a constantly descending scale of expense:—

	1890.	1891.	1892.	1893.	1894.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Average cost of each student in a College in Bengal ...	138	129	127	124	114
The Government share thereof ...	55	52	52	50	46

This decrease of cost has been effected in spite of new charges for exchange compensation allowances and increased municipal taxation.

Athletic pursuits.

10. The Lieutenant-Governor cannot leave the subject of collegiate education without recording his approval of the efforts which are being made to encourage manly games among the students of the Colleges. He has perused with great interest the accounts given in the College reports in paragraph 68 of the various measures which have been taken to provide for the physical exercise which is as necessary for Bengali as for English youths, and he desires to express his thanks to Sir A. Croft, and to those officers of the Department who have personally encouraged athletic pursuits and joined with the students in their games. He notices also with high commendation the manner in which in many districts the Collectors and other high officials have associated themselves with this movement.

Secondary education.

11. The main statistics relating to secondary schools for the last five years are contained in the following statement which is taken from paragraph 72 of the Report:—

	Number of schools.	Number of pupils.	Public funds.	Private funds.	Total.
1	2	3	4	5	6
			Rs.	Rs.	Rs.
1889-90 ...	2,366	201,452	6,08,294	20,11,672	26,19,966
1890-91 ...	2,393	199,105	6,11,046	20,62,859	26,73,905
1891-92 ...	2,285	194,178	5,94,846	20,87,904	26,82,750
1892-93 ...	2,326	198,270	5,90,493	20,92,642	26,83,135
1893-94 ...	2,373	198,736	5,94,328	21,33,751	27,28,079

Secondary schools of all classes taken together have increased from 2,326 to 2,373, or by 2 per cent.; and their pupils from 198,270 to 198,736, or by ·23 per cent. The total expenditure has risen this year by Rs. 44,944, of which Rs. 41,109 have been contributed by private funds and Rs. 3,835 from public sources (Provincial revenues and Municipal and District Funds). The expenditure from Provincial revenues has increased by Rs. 14,390, while that from District Funds has diminished by Rs. 3,721 and from Municipal funds by Rs. 6,834. This result may be attributed to the larger recognition by Municipalities of the claims of primary education within their limits.

High schools.

12. The number of Government and aided high schools remained unaltered; the number of unaided high schools increased by 6, the total being 361 against 355 in 1892-93. The number of pupils fell from 76,458 to 75,682, a decrease of 776,

or 1 per cent. At the University Entrance Examination, 1,863 boys passed out of 4,268 candidates, against 2,915 successful out of 4,365 candidates in 1892-93. The percentage of successful candidates in the preceding five years has been 25, 50, 43, 40, 67. The figure for this year (44 per cent.) is more like the normal proportion of success; last year it was unusually high, the examination being an exceptionally easy one. Government schools passed nearly 60 per cent. of their candidates; while schools under private management, both aided and unaided, were successful to the extent of between 38 and 39 per cent. In the competition for scholarships, the schools of the different divisions show a remarkable equality in success, the general percentage being 43·6; Rajshahi heads the list with 71 per cent. of its candidates successful. The merit marks allotted to the different schools in paragraphs 78 to 81 are based solely on the number of candidates who passed at the Entrance Examination in the different Divisions. To be a satisfactory test of merit, some deduction should be made for unsuccessful candidates, and some value should be given to the proportion between the number in the Entrance class and the total number of pupils in the school. The Dacca, Hare, and Hooghly collegiate schools, the Barisal, Faridpur, and Noakhali high schools, distinguished themselves by the number of candidates they passed.

Middle class schools.

13. The middle English schools increased from 841 with 58,414 pupils to 869 with 60,250 pupils. In the middle scholarship examination, where the standard required is the full middle vernacular test, together with English language and composition as taught in the middle classes of high English schools, 1,738 were successful out of 2,993 candidates, the percentage of success among the candidates being 58·1 against 65·9 last year. An important reform was introduced by the adoption of a common standard for all Bengal proper, a common set of questions having been issued to all examination centres in the past year, instead of separate question papers for each circle, as in previous years. The middle Vernacular schools, on the other hand, though more numerous by 1,143 to 1,130, have fewer pupils, 62,804 instead of 63,398. In the examination, which is the same as the preceding with the omission of the papers in the English language, the percentage of success was 58·5 against 60 in the previous year, 1,800 out of 3,073 candidates being successful.

Drawing.

14. Some progress has been made in the teaching of drawing. Last year 13 candidates from 9 Governmant high schools took up drawing as a subject for the Entrance Examination, and two passed. This year out of 40 candidates from 12 Government high schools 19 passed the test. But the Director states that the subject is still unpopular, as it takes up time, and carries no value either in the University examinations or (as yet) in the award of junior scholarships. The evidence afforded by the training schools where drawing is compulsory shows that there is no inherent incapacity for the subject in the Bengali student: but the motive is wanting. At the examination of students at training schools for certificates this year, 250 of the students passed in drawing, and 25 of them were awarded special certificates as qualified to teach drawing. The Lieutenant-Governor agrees with Sir Alfred Croft in thinking that the time has now arrived when the supply of qualified teachers is sufficient to justify the rule that the marks obtained in drawing shall count in the award of junior scholarships. It may be expected that the attractions of the Government scholarships will induce a majority of the high schools in Bengal to take up the subject as a necessary part of the course for the Entrance Examination. In the course of time it may be hoped that drawing will become a subject for the middle scholarships also.

Discipline and moral training.

15. The Lieutenant-Governor has frequently inculcated the importance of improvement in the discipline of schools and the *morale* of the students: and he is glad to read in the Report (paragraph 94) that there were not many breaches of discipline and offences against morality, and that few of these were serious. Last year some unpleasant occurrences in connection with the Noakhali Zilla School were reported, and apparently the warning given was neglected, as this year again a grave case of repeated unruliness in the same school has been brought to light. The students implicated have been properly punished, and if such

misconduct recurs, it will possibly be necessary to enforce the threat contained in the Resolution No. 507 of 26th October 1891, when the Lieutenant-Governor stated his readiness, if any bad case of lawlessness were proved and warnings neglected, to close any school or college where such a punishment is required. Sir Alfred Croft rightly draws attention to the difficulty of clearing the moral atmosphere if parents and guardians not only do not co-operate with Government in checking lawlessness, but even try to protect the delinquents against punishment by having recourse to the law courts. A curious instance of this tendency occurred in Orissa:—

"A boy of the third class was fined for playing truant in the pandit's hour. A day or two after, the pandit had an interview with the boy's father, an educated man holding a respectable post in the Collector's office, who did not scruple to threaten the pandit with newspaper agitation against him, for having got his boy punished for something that was no offence in his opinion Of course no heed is paid to such threats by the head-master or his assistants in the discharge of their legitimate duties."

Three years ago the Lieutenant-Governor recorded his expectation of assistance from parents and guardians, and he trusts that the instances of their opposition brought to his notice are only isolated cases. The misconduct of teachers themselves is much more reprehensible than the wrongdoings of youths, but Sir Alfred Croft says "it is chiefly confined to the primary schools, the teachers of which are for the most part poor and ill-educated." The Lieutenant-Governor trusts to the Director of Public Instruction to have every case reported to him, and to ensure the infliction of adequate punishment. It is satisfactory to hear that the transfer rules have greatly safeguarded the interests of discipline: any dilatoriness on the part of the school authorities in granting transfers to boys who are really in need of a transfer should be defeated by such measures as (see paragraph 97) have been adopted in the Presidency Circle.

Boarding-houses

16. The provision of boarding-houses for non-resident students has always been regarded by Government as being intimately connected with the question of discipline. Almost all the Government schools in the mufassal have attached boarding-houses, and, where there are none, efforts are being made to remove the want. The number and nature of boarding-houses in connection with institutions under private management have been specially reported upon during the year, and the Lieutenant-Governor is glad to see that so much is being done in the Province to provide respectable accommodation for students under supervision. Two years ago, the Lieutenant-Governor commented on the want of boarding-houses or of decent lodging-houses for the 4,000 (or so) students in Calcutta, and expressed a trust that something would be done by the action of the gentlemen who form the Society for the Higher Training of Young Men. This Society has no doubt been useful in visiting the boys in their messes and private quarters, but the special report indicates that very little has been done towards providing better accommodation, joined to some degree of discipline, in Calcutta. A student's boarding-house has been located by a few private gentlemen in some fine buildings on the Harrison Road, and another has been opened under the auspices of the Oxford Mission. It is to be hoped that these examples may be followed by others. The private institutions which have hostels attached are, with only two exceptions, all under missionary management.

Physical training

17. The development of out-door games among the schoolboys in Bengal during the last few years has been remarkable. It is not surprising that cricket and foot-ball are more favourite pastimes, and evoke greater enthusiasm in high and middle schools, than gymnastic exercises, even where there is a regular gymnasium with a special instructor and all necessary apparatus. The Lieutenant-Governor desires to acknowledge the interest exhibited by the officers mentioned in paragraph 99 of Sir Alfred Croft's report, as having offered encouragement to physical exercise among native boys, either by way of example or by advice and the gift of prizes. It is an excellent thing that friendly intercourse should be stimulated between the residents of a station and the schoolboys in their games, so that he has heard with much pleasure of such events as the cricket matches at Mymensingh, and of the annual athletic sports at some district head-quarters under the patronage of European officers and the leaders of native society. The District Boards have also begun to take steps to create and spread a taste for

physical training. The want of a suitable playground in the heart of Calcutta will be remedied by the enlargement and levelling of Marcus Square, to which Government have offered to contribute half a lakh of rupees.

Primary education.

18. The following figures taken from paragraph 102 of the report represent the numerical fluctuations of primary education for native boys during the last five years :—

	Upper Primary.		Lower Primary.	
	Number of schools.	Pupils.	Number of schools.	Pupils.
1	2	3	4	5
1889-90 ...	3,337	124,568	44,145	960,865
1890-91 ...	3,537	128,537	43,997	942,211
1891-92 ...	3,661	135,371	44,918	987,876
1892-93 ...	3,697	139,726	43,828	983,204
1893-94 ...	3,763	141,483	44,020	988,745

The number of schools in both divisions has increased by 258, and their pupils by 7,298. Upper primaries and their pupils show a continuous increase; the lower primaries, on the other hand, fluctuate curiously in numbers, but, comparing a series of years, the numbers of their pupils show a sustained increase. The variations in the number of these schools are attributed, as usual, to local causes, such as a rise in the price of food, the general unhealthiness of the year, floods, scarcity, a cyclone, and outbreaks of cholera.

Cost of primary schools to Government.

19. The expenditure incurred from the primary allotment by the Department and by District Boards on account of schools for native boys and girls, and of the subsidiary agency, is compared for the last two years in the following table taken from paragraph 103 of the Report :—

Description of schools and expenditure	From Provincial Revenues.		From District Funds.		Total.	
	1892-93.	1893-94	1892-93.	1893 94.	1892-93	1893-94.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs
Stipendiary schoo s ...	1,06,741	1,03 701	1,64,003	1,56 003	2,70,744	2,59,704
Non-stipendiary schools ..	30,474	24,129	2,62,557	3,11,375	2,93,031	3,35,504
Schools abolished before the close of the year...	2,857	4,335	8,900	9,216	11,757	13,551
Chief gurus and inspecting pandits ...	14,187	13,281	78,265	80,483	92,452	93,764
Examination charges	1,147	1,150	11,680	12,455	12,827	13,605
Scholarships and prizes . .	9,652	7,539	27,762	31,584	37,414	38,623
Grants for buildings and furniture	7,544	5,598	1,787	1,956	9,331	7,554
Other payments	8,715	9,394	21,609	23,932	30,324	33,326
Total ..	1,81,317	1,68,627	5,76,563	6,27,004	7,57,880	7,95,631
Allotment	1,87,372	1,77,561	6,22 351	6,51,380	8,09,723	8,28,940
Savings	6,055	8,933	45,788	24 376	51,843	31,009

Though the departmental budget grant for primary schools was Rs. 2,10,038, against Rs. 2,01,360 in the preceding year, these figures show rather a smaller expenditure on primary schools by Government, and a considerably larger expenditure from District Funds, the total being an increase of nearly Rs. 38,000. The allotments also were more fully spent. The increased contributions made by Municipalities to primary schools for boys effected not only a decrease in the provincial expenditure, but large savings in the allotments originally made. These savings were still further increased by the fact that a considerable sum remained in hand unallotted to meet future demands, which owing to the same causes were not made. Eventually a sum of Rs. 31,000 was regranted during 1894-95 from the savings of 1893-94, for the purpose of increasing the allotments of those districts which needed it most. This is the feature of the year, that the policy of Government in requiring Municipalities and District Boards to defray to a greater extent the cost of primary

education has been more largely carried out. The Municipal expenditure on primary schools was Rs. 51,630, against Rs. 32,916 in the previous year, a very satisfactory increase. This policy has been further developed during the year now current. The small allotment made by the Calcutta Corporation for education, apparently Rs. 3,000 only, has been previously commented upon. The Inspector of Schools, Presidency Circle, writes:—"The question of making better provision for the advancement of primary education was more than once pressed upon the Corporation by the Local Government, but, from a communication recently received from the Secretary to the Corporation, it appears that for the current year at least the Commissioners have resolved neither to increase the allotment nor to alter the mode of its administration. The Bombay Corporation spent on education during 1892-93 Rs. 55,220, against Rs. 51,300 in the preceding year." Moreover, a portion of the allotment in Calcutta was spent on secondary schools, a proceeding which appears to be contrary to the intention of the Calcutta Municipal Act.

System of payments of grants to primary schools.

20. Of the three systems under which payments to primary schools are regulated, viz., by stipends, by rewards for passed pupils, and by a mixed system of small stipends supplemented by rewards, the Government and the Director recommend the last in preference to the other two, and discourage the spread of the first. This year the sum spent in rewards has risen from Rs. 3,07,072 to Rs. 3,49,634, while the expenditure on stipends has declined from Rs. 2,56,869 to Rs. 2,46,473. Stipends are now being more and more rigorously confined (*a*) to lower primary schools in backward localities, where they are most needed, and (*b*) to upper primary schools: to the former as an aid to stability, to the latter in recognition of their success. The system of giving small stipends, the amount of which is eventually deducted from the reward which the school is expected to earn, is in partial operation in several districts, but has not been introduced to any large extent, and it is almost or quite unknown in the Bhagalpur, Orissa, and Chota Nagpur Divisions. The system has met with very varying success, as was anticipated. Its trial on a large scale is attended with some risk except in the case of schools of ascertained stability and efficiency; and that for the following reasons. The average earnings of a lower primary school are a little over a rupee a month, and the weaker schools fall short of this amount. The advance system is designed for the latter schools, which lack the element of stability. The plan is to offer such schools advance payments at the rate of Re. 1 or Re. 1-8 a month, in the hope that this will ensure better results, even though they have not succeeded in earning these amounts in the past. Sometimes they fail to do so even with this encouragement, but in general the result is successful. The principle of the system, if worked with care, appears to be quite sound; and the Lieutenant-Governor would be glad to see it more extensively followed subject to the considerations laid down in paragraph 110 of the Report.

Comparison of cost of upper and lower primaries

21. The apportionment of the primary grant between upper and lower primary schools, and the relative cost in these classes, are shown in the following table, Division by Division:—

Primary Schools.

Division.	Allotment.	Expenditure		Number of schools.		Number of pupils		Cost per school		Cost per pupil.	
		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Upper	Lower.	Upper.	Lower.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs	Rs	Rs					Rs	Rs	As	As.
Presidency	85,..20	17 886	54 406	401	3,402	15,407	97,226	44 6	15 9	18 5	8·7
Calcutta	9,172	586	7,418	10	186	567	8,842	58 6	39 8	16 5	13 4
Burdwan	1,14 839	29,110	71,066	698	7,902	20,047	196,780	41 7	8 9	17 8	5 7
Rajshahi	77,364	21,387	45,028	433	2,238	15,200	56,027	49 4	20 1	22 5	12 8
Dacca	87,658	24,180	49,209	667	4,997	22,931	113,587	36 2	9 8	16	6 9
Chittagong	68,066	20,581	43,5 9	448	4,[illegible]45	17,517	94,5..0	45 9	10	18 7	7 2
Patna	1,07,403	16 632	55,076	175	4,305	8,502	102 699	95	12 9	31 3	8 6
Bhagalpur	68,111	12,550	34,830	202	2,104	8,423	48,173	62 1	16 5	23 8	11 5
Chota Nagpur	61 103	6,[illegible]04	45,658	105	1 698	4,855	48,1[illegible]6	64 8	26 8	21·7	14 2
Orissa	52 970	11,533	27 612	231	3,544	6,341	54,615	49 9	7 7	29 1	8
Total	7,56 729	1 61 049	4,34 482	3 370	34,721	125,792	820 575	47 7	12 5	20 4	8·4
Total for 1892	7,21,647	1,64,408	3,98 864	3,285	31 852	123,927	823,907	50	11 4	21 2	7 7

While the number of upper primaries increased, the total payments made to them decreased, so that the average receipts of each school fell from Rs. 50 to Rs. 47-7. On the other hand, while the number of lower primaries fell slightly, payments on a larger scale were made to them, and the average earnings of a lower primary rose accordingly from Rs. 11-4 to Rs 12-5. The average cost of the two classes of primary schools throughout Bengal is roughly Rs. 4 a month for a upper and Re. 1 a month for a lower primary. It varies District by District and Division by Division: the higher rate of expenditure does not necessarily indicate superior efficiency, but rather a higher market value for efficient teachers, a higher cost of living, or the necessity of supplementing local fees by higher payments in backward parts.

Relative position of Divisions.

22. The Director has furnished an interesting table to show the number of pupils in each district in the different stages of primary education, and to compare the relative positions of the districts. He assigns a merit mark of 5, 3, 1 respectively to pupils in the three stages, (1, upper primary, (2) lower primary reading printed books, (3) lower primary not reading printed books. The Divisional figures are shown in the margin. As might be expected, the Burdwan Division (in which there has been an indigenous system of education from time immemorial) shows the best percentage of merit marks on population of school-going age, with Hooghly as the best district, and Howrah, Bankura, and Midnapore close up. Palamau, Shahabad, and Muzaffarpur are the least successful districts. The percentage of merit is necessarily much affected not only by the amount of the primary grant, but also by the degree of efficiency with which it is administered. It is evident from the Director's remarks that the District Boards have profited by their experiences, and are generally willing to learn; though they in some cases fall into mistakes in their experiments, they have the departmental officers at hand to guide them in the right direction.

Division.	Boys only.	Boys and girls together.
Burdwan ...	122	63·6
Chitagong ...	103·6	55·6
Presidency ...	72	38 9
Orissa ...	72·5	37·3
Dacca ...	65 6	35·8
Rajshahi ...	4[illegible]·6	23·7
Chota Nagpur ..	39·2	20·9
Patna ...	28	14·4
Bhagalpur ...	28	14

Primary scholarships.

23. The results of the upper primary scholarship examination for boys, including candidates from upper primary schools and private students, for the last five years, are shown in the following statement:—

Year.	Number of competing schools.	Number of successful schools.	Number of candidates.	Number of successful cand dates.	Percentage of successful schools.	Percentage of successful candidates.
1	2	3	4	5	6	7
1889-90 ...	2,258	1,660	5,4[illegible]4	3,053	73·7	55·7
1890-91 ...	2,449	1,654	5,910	2,847	67·5	48·2
1891-92 ..	2,381	1,493	5,681	2,491	62·7	43·8
1892-93 ...	2,460	1,694	5,615	2,895	68·8	51·5
1893-94 ...	2,532	1,858	6,0[illegible]8	3,297	73·3	54·3

More schools and candidates competed and were successful than in any year of this quinquennial period, but the percentage of success was not quite so high as in 1889-90. The results of the corresponding lower primary scholarship examination show that the number of competing schools decreased from 10,597 to 10,498, but that of successful schools increased from 6,923 to 6,931. Their percentage of success has therefore risen from 65 to 66. The number of examinees has decreased from 34,754 to 33,444, and of successful candidates from 17,069 to 16,864; so that the percentage of success has increased from 49·1 to 50·4. The falling off in the number of candidates is ascribed to floods in Eastern Bengal and high prices. The Lieutenant-Governor concurs in the views expressed in the following quotation from the Director's report as being in the direction of the policy laid down in 1891-92, that measures should be adopted

to secure uniformity in the standard of examination in all the districts of the same Division, even if it is unattainable throughout the Province. Sir Alfred Croft writes (paragraph 126):—"During the year under report an important step was taken towards equalising the value of the pass certificate in the different districts of the same Division, by means of a common set of question papers prepared by a Board of Examiners under the supervision of the Circle Inspector. The answer papers, however, continue to be valued by the local Examiners in each district. It would be preferable, on the whole, to have the same set of examiners for all the districts comprised in a common examination; but there are advantages in associating the District Boards with the conduct of the examination, since they have to pay the cost."

The Lieutenant-Governor has perused with much interest Sir Alfred Croft's account of the co-operation of village schoolmasters with the Postal Department in working post-offices with money-order and Savings Bank powers, in village deliveries, and in the diffusion of the rudiments of postal information by instructing the scholars how to address letters.

Training schools

24. The number of training schools for masters, mistresses, and gurus decreased from 267 to 247, and the pupils from 2,382 to 2,032. The expenditure from Provincial Revenues increased from Rs. 84,597 to Rs 86,444, while the total expenditure rose from Rs. 1,13,380 to Rs. 1,17,803 The number of pupils in the 15 Government schools for masters sank from 638 to 599, while it rose in the five aided schools from 231 to 303: in the six aided schools for mistresses the number fell from 300 to 190. The average cost to Government of the education of each pupil in a training school varied from Rs. 79 at Hooghly and Rs. 101 at Rangpur to Rs. 153 at Calcutta, Rs. 164 at Cuttack, and Rs. 193 at Patna. The results of the Vernacular Mastership Examination for pupils of first grade training schools, excluding private candidates (of whom 22 were successful), show 276 as having passed out of 483 candidates; in the previous year 444 (including private candidates) passed out of 621. Only 66 men have been granted first grade certificates (as compared with 110 and 142 in the last two years) after the three years' course. The number who passed in drawing was 250, of whom 25 gained special certificates of efficiency.

Degree of success attained by training schools.

25. Two years ago Sir Charles Elliott desired that the whole system of training schools should be carefully reviewed by the Inspectors. Some attention was paid to the subject last year, but Sir Alfred Croft's return from furlough and his views on the question were awaited He points out that training schools have been regarded, on the one hand, as costly, on the other as superfluous. It may be admitted that they are exceptionally costly because they require at their head men of exceptional ability and experience, and also because it is essential to make provision for housing the students and giving them stipends to meet the cost of living. On the other point, Sir A. Croft's report may be quoted *in extenso* :—

"The other objection, as to the schools being no longer necessary, was based on the belief that trained and certificated teachers often failed to get employment. This, as we have seen, was true of Dacca, but not generally true elsewhere; and even the Dacca school is now finding its level and equating its admissions to the normal demand. Other general causes too, as I have explained, are tending to reduce the number of candidates for employment; and thus, I believe, the last vestiges of the complaint will disappear. But even had the complaint been generally true, the argument would have been inconclusive. While middle schools exist, there is necessarily a demand for trained pandits; and if the schools do their work so well that the supply exceeds the demand, this furnishes no very good ground for their abolition I say there is a demand for trained pandits; and not only so, but the supply is of such a quality as very effectually to meet that demand. This is conclusively shown by the popularity and success of the middle school system, which depends for its very existence on the training schools, since there is no other source from which the teachers can be supplied. There are more than 2,000 middle schools (English and vernacular taken together, for in both the full vernacular course is taught), and only 207 of these are under public management. Is it possible to suppose that the public throughout Bengal would have set up, and would continue to maintain, 1,800 schools of this class, unless they were satisfied with the instruction given in these schools, and with the pandits who teach them? To abolish or weaken the training schools would be to pull down or undermine the whole middle school system, upon which the middle classes of Bengal rely for that vernacular education which so largely meets their requirements, especially in rural districts. Nor is it only within the walls of the middle school that the influence of the

training schools is felt. The head pandits are a well-educated, shrewd body of men, who come to the front in their villages, and often take an active part in municipal or other public affairs."

The Lieutenant-Governor never had any doubt that these schools ought to be maintained, but he felt that the existing schools are unduly costly, and he doubted their efficiency. He is glad to receive this assurance that the supply of trained pandits turned out is at all events equal to the demand.

Guru-training classes.

26. Similarly the question of the utility of the guru-training classes, which has been attacked in many quarters, is discussed in connection with primary education. The system is thus described (paragraph 144):—

"To selected middle schools in each district a class is attached for the training of primary school teachers in the neighbourhood, who attend morning or evening and on Sundays and holidays for this purpose, without relinquishing charge of their own schools. After a certain period of training the gurus are encouraged to go up for one or other of the different departmental examinations, and rewards on a fixed scale are given to those who pass. When all the teachers in one locality have been trained, the class is moved to another middle school. The head pandit receives one rupee a month for each man under training so long as the class is attached to his school. If teachers are brought in from such a distance that they have to give up their own schools which are placed for the time under other teachers, they receive small allowances from the District Board, under Rule 50 of the Rules under the Local Self-Government Act."

In 1892-93, out of 1,171 gurus under this training, 91 gained certificates of different kinds at a cost of Rs. 6,473, or about Rs. 70 each. In 1893-94, out of 907, only 86 gained certificates (none higher than the Middle Vernacular Examination) at a cost of Rs. 7,086, or over Rs 80 each. Thus only about one guru in ten affords any evidence that the money has been usefully spent. The system has been worked vigorously in the Presidency Circle only, and there has met with some success: elsewhere it is generally condemned. Sir Alfred Croft, after quoting at length the opinion of Inspectors and Assistant Inspectors, sums up the discussion as follows (paragraph 155):—

"While these classes in the beginning were undoubtedly useful—and were specially so when the superior inspecting officers had faith in their utility—the time has now come when the system should be abandoned or largely reduced; and that for two reasons. In the first place, the system has been at work for so many years that all or most of the primary school teachers in the neighbourhood of middle schools who required it have come under training. The rest are either too far off to be brought in, or too firmly wedded to their ancient ways to be capable of improvement. In the second place, owing to the lapse of years, the indigenous gurus of the original stamp have largely disappeared, and have been replaced by passed pupils from middle and upper primary schools, who are found after a time of probation to make very efficient teachers, and to bring up their pupils with success to the departmental examinations. Nor must we lose sight of the entirely new conditions that have been introduced by the appointment of inspecting pandits, who have everywhere displaced the old 'chief gurus.' Many of these pandits are passed pupils of first grade training schools, and as such have received systematic instruction in the art of teaching. As they go round to the pathsalas, their business is to teach the gurus how to do their work; and consequently they serve in a manner as peripatetic training schools In the more remote and backward parts of the country they are the only possible agency, since the gurus will not come in to be trained. We cannot, unless they are stipendiaries, force the gurus to come in; because they are either self-appointed or the nominees of the village, and are not therefore under the orders of the inspecting officers. Indeed, it is chiefly in these very backward places that we are brought face to face with the difficulties arising from the limited amount of the funds available for primary education. In these villages pupils are few, fees and other customary gifts to the gurus are small, and not much can be gained at the examination for rewards. Small emoluments will not attract competent teachers, and we are glad to get almost any one who offers. He comes, but it is hardly worth his while to stay, and he goes off to try his fortune elsewhere So the schools in these less favoured parts suffer continually from the change of teachers. These are not the conditions under which we can insist on the teachers being trained; we must take whom we can get, and try to keep them as long as we can by not imposing on them terms that they dislike. The District Boards are generally fully alive to this difficulty, and are seeking to overcome it by attaching stipends, not merely to the most advanced schools, but also to the most backward, so as to offer a decent livelihood to the teachers and secure the appointment of competent men. More advanced villages, with plenty of pupils and a considerable and assured income from fees and rewards, can take care of themselves pretty well in this respect. The villagers are awake to their own interests, and if they are not satisfied that the teacher is up to the mark, they can generally find a way to get rid of him. After the lapse of a few more years the old gurus will have mostly disappeared, giving place to a more promising class of teachers."

The Lieutenant-Governor accepts the Director's proposals that the guru-training classes may be generally closed at the end of the present year, except in the Presidency Division and Sonthal Parganas, where the Inspectors wish with some modifications to retain them. He agrees also to the devotion of the money thus saved to the benefit of primary education, by increasing the number of primary scholarships, and in backward districts by increasing the number of middle vernacular schools, so as to facilitate the supply of primary school teachers; the number of inspecting pandits may also be increased. The seven third grade training schools maintained by Government in backward districts should also be dealt with, closed or modified, as suggested.

Qualifications of teachers in middle and upper primary schools.

27. The statistics contained in paragraph 161 of the Report show the nature of the previous training received by head-masters and teachers in the schools of this class. In 649 middle English schools, out of 2,761 teachers, 701 had passed the Entrance or some higher standard of the University, 635 the Vernacular Mastership examination, 256 the Middle English, and 392 the Middle Vernacular test. Out of 2,800 teachers in Middle Vernacular schools, 116 had passed the University Entrance or higher examanation, 971 the Vernacular Mastership test, 911 the Middle Vernacular. In 3,728 upper primary schools, there are 5,017 teachers, of whom nearly half had passed the Middle Vernacular test, and only 1,183 had passed no test at all. Of these the Director writes that "the great majority are indigenous teachers of the old class, the best of whom have long been famous for their natural capacity, their familiarity with the whole range of pathsala learning, and their aptitude as teachers." These results are interesting and on the whole satisfactory, and it will be useful to trace in after years the upward tendency which ought to exist in the qualifications of this class of teachers. The Lieutenant-Governor will also be glad if in future reports the same information is given regarding the teachers of Government Colleges and High Schools.

Other schools of special instruction.

28. The statistics of the numbers and cost of all institutions and departments of institutions teaching Law, Medicine, or Engineering, the Calcutta School of Art, Industrial Schools, and other schools of a special character, are exhibited in the following form:—

	Number of institutions.	Number of pupils on the rolls on the 31st March 1894.	Average monthly roll, &c.	Expenditure. From public funds. From Provincial Revenues.	From District Funds.	From Municipal Funds.	From private funds. From fees and fines.	From other sources.	Total.	Average annual cost of educating each pupil. Cost to public funds.	Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
I.—Law.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Government Law Schools	6	61	64	—625	...	...	6,819	282	6,476	...	101 3 0
Municipal ditto	1	2	3	...	...	...	230	...	230	...	76 10 8
Unaided ditto	7	446	365	...	...	...	12,533	312	12,845	...	35 3 0
Total Law Schools ...	14	509	432	—625	...		19,582	594	19,551	...	45 4 1
II.—Medicine.											
Medical College, Calcutta ...	1	317	367	1,75,903	...	...	20,669	...	1,96,572	479 4 9	535 9 10
Government Medical Schools ...	4	822	858	96,335	380	...	21,011	2,348	1,20,074	112 4 5	139 15 1
Unaided ditto ...	6	608	611	...	...	..	14,732	429	15,161	...	24 13 0
Total Medical Schools ...	11	1,747	1,836	2,72,238	380	..	56,412	2,777	3,31,807	148 4 5	180 11 6
III.—Engineering.											
Civil Engineering College, Sibpur	1	331	277	57,419	...	...	12,965	...	70,384	207 4 7	290 3 1
Government Survey Schools ...	3	602	610	7,388	...	...	10,339	...	17,727	12 1 9	29 0 11
Total Engineering Schools ...	4	933	887	64,807	...	...	23,304	...	88,111	73 1 0	99 5 4
IV.—Art and Industry.											
Government School of Art ...	1	260	233	24,597	...	...	6,461	...	31,058	105 9 0	133 4 8
Government Industrial Schools ...	3	83	32	1,333	...	...	...	2,210	3,543	41 10 6	110 11 6
Board ditto ...	9	283	283	1,652	15,780	240	638	4,895	23,225	5 12 3	82 1 0
Aided ditto ...	8	236	233	1,344	720	360	14	5,231	7,669	5 12 3	32 14 7
Unaided ditto ...	6	218	220	...	...	...	5	9,013	9,018	...	40 15 10
Total Art Schools ...	27	1,034	1,001	28,926	16,500	600	7,138	21,349	74,513	28 9 6	74 7 0
V.—Other Schools of Special Instruction.											
Government Schools	1	43	32	360	...	85	...	..	445	11 4 0	13 14 6
Aided Schools	11	343	337	1,023	72	111	656	4,687	6,549	3 0 6	19 6 0
Unaided Schools	5	200	172	...	...	...	235	1,201	1,436	...	8 5 0
Total ..	17	586	541	1,383	72	196	891	5,888	8,430	2 8 10	1 5 9 0

The variations in the numbers of the students of the several professions are of interest, as follows:—

Year.	Law.	Medicine.	Engineering.	Arts and Industry.	Other Special Schools.	Total.
1	2	3	4	5	6	7
1889-90 ...	912	1,016	652	795	611	3,986
1890-91 ...	1,025	1,184	703	753	550	4,215
1891-92 ...	563	1,290	661	853	559	3,926
1892-93 ...	4 8	1,545	764	915	447	4,159
1893-94 ...	509	1,747	933	1,034	586	4,809

These statistics are very gratifying, as showing a great development in every other profession except that of Law, a profession which is generally thought to be overstocked. During the last three years 1,560 students have taken to the Bar: during the previous three years, 2,872 chose the legal profession. In the previous year, 148 candidates out of 315 passed the University Examination for the degree of Bachelor in Law: this year only 64 passed out of 304. The difficulty of the test was slightly enhanced, but it is apprehended that the standard of attainments among the candidates was lower than usual. At a supplementary examination allowed by the Senate, 35 candidates out of 61 passed.

Medical schools.

29. There has been a rise in the number of students of all classes of Medical schools in the province. The Medical College, Calcutta, is fuller than it has ever been, and the want of accommodation in the lecture rooms, which is an old complaint, has been more keenly felt than ever. The four Government Medical schools have also increased in strength, and all but one of them receive female students: the Lieutenant-Governor hopes that arrangements will be made at once to open a female class at Dacca also. The information given as to the subsequent employment of the female students who have passed out from the Medical College or Schools is valuable and should be kept up in future: the Lieutenant-Governor notices with satisfaction that a large number of them have received employment under the Dufferin Fund throughout India. His Honour is surprised to learn that only four of the passed students of the Campbell Medical School have received appointments as Civil Hospital Assistants during the last four years; it is not clear whether the small number appointed is due to disinclination on their part, or to the absence of vacancies, or to the filling up of vacancies in other ways. The attention of the Inspector-General of Civil Hospitals should be drawn to this subject. The numbers who entered Government service from the Patna and Cuttack schools have been much larger.

Sibpur College.

30. Engineering and surveying continue to make progress at the Sibpur Civil Engineering College, and at the Dacca, Patna and Cuttack Survey Schools. The Sibpur College consists of two departments, the Engineer Department affiliated to the University with 116 students, and the Apprentice or Foreman Mechanic Department, with 215 students; total strength 331, against 278 in the previous year. The attention of the Eurasian community was drawn to the opening offered by this College in the Resolution on the Pauperism Committee, and it is strange that more youths of this class have not entered. In the Engineer Class there are only 2 Europeans or Eurasians and 36 in the Apprentice Class. Muhammadans are even more backward; their numbers are 2 and 2 respectively in the above-named classes; but it is hoped that more will be attracted by making separate arrangements for their residence and messing within the College precincts. Under the orders of Government, the workshops attached to the College have recently been transferred from the charge of the Public Works

Department, and are to be under the exclusive control of the Principal: they are to be employed solely for the mechanical training of the students and for the manufacture of machines for the workshops and for subordinate institutions. This change is in course of execution, and will cost Rs. 50,000 for the erection of new buildings, the refitting of old ones, and the removal and re-erection of plant and machinery. The number of candidates having grown to be unmanageable, the admissions to the Engineer Department are to be limited to 40 annually, and to 60 in the Apprentice Department, and the standard of admission has been raised in each case. Only 5 out of 16 candidates passed the University Examination for the B.E. at the end of the 4th year, which is a poor result. The demand for passed apprentices still continues, and not one of those who have passed out is now unemployed. Rules for the affiliation of technical schools in other parts of Bengal to the Sibpur College are under consideration, and ten visits have been paid by the Principal to mufassal schools of this class. An artisan class is about to be established. It is intended for youths, whether European or Native, whose education is not up to the required standard for foreman mechanics, but who are capable of learning a trade. The conduct of the students and their discipline have been good: much attention is paid to athletic sports, and the College Volunteers have done well. In all respects the College is making good progress as the centre of technical education in Bengal. The cost, apart from the workshops, rose from Rs. 62,742 to Rs. 70,384, of which Rs 12,965 were raised from fees and fines.

Survey schools.

31. The utility of the three Government Survey schools has been considered during the year, and special reports have been submitted regarding them. It has been alleged that they have failed to supply surveyors for the work of the Survey Department. The explanation offered is that they teach to a much higher standard than is required by that Department, which only offers a rate of pay corresponding to its requirements, and that in other departments and in private service the passed students of the schools find abundant employment at remunerative rates. The students of the Dacca school are reported to have completed a cadastral map of a tract of about 50 square miles containing about 100 villages. It would be well if the students of the other schools could be employed in a similar manner on a permanently useful surveys, and the area could be continuously extended. The scholarships attached to the Patna and Cuttack schools have been limited for the future to natives of Bihar and Orissa respectively. A useful rule has been passed by the Director, requiring greater knowledge of English from the students admitted to these schools to fit them for employment in Government service.

School of Art.

32. The Government School of Art in Chowringhi is the recognised centre of artistic and decorative industry in Bengal, as Sibpur is of instruction in mechanical and manufacturing industries. The number of students has risen from 181 in 1892, and 198 in 1893, to 269 in March 1894. The Superintendent states that the general character of the work done in the school will compare favourably with that of any Art School in the United Kingdom; and outside evidence has testified to the high class character of the students' performances, in illustrations of zoology, in modelling, wood-engraving, lithography, and illustrations of the Annals of the Royal Botanic Garden. The total expenditure on the institution was Rs. 31,058, of which Rs. 6,461 were paid from fees and fines.

Industrial schools.

33. The number of industrial schools has advanced from 21 to 26 by the addition of three schools under the management of District Boards, one aided and one unaided school: and the pupils have increased from 717 to 765. These 26 schools are divided into (*a*) three Government schools with 33 pupils, (*b*) nine Board schools with 283 pupils, (*c*) eight aided schools with 236 pupils, (*d*) six unaided schools with 213 pupils. Speaking generally, the object of them all is to teach such subjects as carpentry, blacksmith's work, mensuration, engineering, estimating, drawing, surveying by chain and compass, trigonometry and the plane-table; together with engraving, electro-plating, tinsmithy, clock-making, embroidery, or *bidri* work; not all in one school, but some in one and some in another. The Director's remarks and criticisms on the conditions and prospects of these schools (paragraphs 193 to 215 of the Report) are full of instruction and should

be read with the utmost care by those who are concerned in their management, and by all who are convinced that the encouragement of diversity of occupations is the greatest educational want of the present time. The subject is one of extreme importance, and Government is most anxious to encourage the development of occupations other than literary careers for the youth of Bengal, and to supply the great and increasing demand for all kinds of scientific labour throughout the country. It is inevitable that, through want of experience and of definiteness of aim, mistakes will be made before success can be achieved. The difficulty of the situation is fully perceived by the Director, who writes as follows (paragraph 215):—

"They seem to want finality and a definite outlook for the future. They are at work, and pupils attend them; but they are evidently in a crude and inchoate state, and the prospects of the pupils, after completing their training, are as yet by no means clear. They will have acquired a certain amount of manual training under instructors of a much higher degree of skill than is to be found in the ordinary workman of the bazar; and they will have received some useful instruction in 'practical' subjects, including drawing. But, then, what is to become of them? To what market are they to carry their acquirements? The answer seems to me to lie, as Mr. Slater has so often pointed out, in the affiliation of all these schools that are worth retaining to the 'Central Technical College' at Sibpur. They will receive teachers from Sibpur; they will send up the best of their pupils to Sibpur for further training: Sibpur will gradually supply them with a stock of tools suitable to their varying needs and ambitions; and the tie will be strengthened by the occasional visits of inspection which they will receive from the Sibpur Principal. The pupils sent for training will, like other Sibpur apprentices, readily find employment; and every instance of this will act upon the local pupils as an encouragement and an incentive. Men possessing these qualifications are, in a state of advancing civilisation, required in every district; and District Boards will be quick to recognise how greatly their local industries will be promoted by having a supply of such men at their doors, and will be ready to provide stipends to Sibpur for all promising pupils. As time goes on, as the teachers gain greater experience, as pupils become more numerous and more confident,—above all as the school, always secure of the interest and support of the District Board and the local Municipality, becomes gradually equipped with a full stock of tools and the necessary appliances of a workshop,—it will finally cease to be dependent upon Sibpur, and will complete the training of its pupils from its own local resources. In this, as in other similar cases, it will be found that supply will promote demand, and that with trained mechanics always to be had, new industries will arise, and new opportunities will be found for employing them. I use the language of prophecy; for I hold that in a country like India, now entering with rapid strides upon the path of material progress, it is impossible to doubt that technical skill, of the generally useful kind that these schools impart, will sooner or later find an abundant market. I am convinced that we should go on, with absolute assurance and confidence, in the way we have begun, undeterred by difficulty or failure. The hope of their early success lies in the rapidity with which the Sibpur College can be developed to such a point as will enable it to meet all their requirements. They are clamouring for tools and machines; but it is only in a few instances as yet that Sibpur has been able to supply them. With the workshops under the direct control of the Principal, it will be in a much better position to do this; for the manufacture of machine-tools will not only supply the requirements of the schools, but will afford the best possible training to the pupils who make them."

Among the technical schools which are at present in this experimental stage, is the Bihar Industrial School, which was opened last year. It cost Rs. 10,026 during the year, and has a capital fund of Rs. 2,50,532. There were 47 pupils, half and half Hindus and Muhammadans (against 32 in the preceding year), 46 being in the enjoyment of stipends. Some local difficulties have been encountered, which have militated against the award of all the stipends provided by the districts in Bihar, and in some quarters the existence of the Government Survey School in the same compound is regarded as an obstacle to the success of the Bihar Industrial School. The prospects of obtaining employment through the former are more secure than in the latter case, as the Survey School is of older standing, but Sir Alfred Croft anticipates, and the Lieutenant-Governor sees no reason to doubt his views, that students of the Industrial School will find remunerative employment in Bihar as the Sibpur apprentices have found it in Bengal, especially when the school is fully equipped with machinery and appliances from Sibpur, when the instruction is settled on a systematic basis and when provision is made for the further training of the students at Sibpur. With the development of railways and in other ways, a hundred different lines will be found along which the trained Bihari mechanic may find employment. The real requirement of these schools, including the Bihar Industrial School, seems to be the introduction

of machinery and appliances, with supervision from, and communication with, a central institution at Sibpur.

34. The main statistics of female education are shown in the following table taken from paragraph 221 of the Report:—

Female education.

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1894.	Average number on the rolls monthly.	Average daily attendance.	Expenditure. From public funds. Provincial Revenues.	District Funds.	Municipal Funds.	From private funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	2	252	229	188	22,178	...	120	6,193	563	29,054
Ditto by District Board or Municipal Board	3	171	166	98	215	...	1,088	27	...	1,330
Aided by Government or by District or Municipal Boards	2,613	53,986	49,585	36,808	74,313	31,628	10,244	23,667	1,92,900	3,32,7 2
Unaided	381	6,625	6 067	4,654	...	...		6,476	16,877	23,353
Total for 1893-94 ...	2,999	61,034	56,047	41,748	96,706	31,628	11,452	36,363	2,10,340	3,86,489
					1,39,786			2,46,703		
1892-93	2,821	56,579	...	...	95,960	29,226	10,522	30,731	1,85,296	3,51,735
					1,35,708			2,16,027		
1891-92	2,706	54,199	...	...		1,31,093		2,23,976		3,55,069
1890-91	2,238	46,443	...	...		1,26,520		2,24,567		3,51,087
1889-90	2,153	45,690	...	.		1,20,171		2,06,788		3,26,959

In four years the number of girls' schools has increased from 2,153 to 2,999, and of pupils from 45,690 to 61,034, besides 33,686 girls in boys' schools. The net result of the year is a gain of 178 schools and 3,941 pupils. The total expenditure increased during the year from Rs. 3,51,735 to Rs. 3,86,489; of this increase Rs. 30,700 were from private funds and the remaining Rs. 4,000 from public funds. The only two purely Government institutions are the Bethune Collegiate School in Calcutta and the Eden Female School at Dacca. The Bethune School sent up seven candidates to the last Entrance Examination, of whom six were successful and one took the degree of B.A., with honours in literature. From the Eden Female School two girls appeared at the Entrance examination, but were unsuccessful. There are three other high schools for girls, all in Calcutta, with 219 pupils; one middle English school at Chinsura with only 8 pupils, which is not well reported of; and 26 middle vernacular schools distributed over eight of the nine Divisions in Bengal. The upper primary schools for girls are 201 and the lower primary 2,766, against 177 and 2,678 respectively in the preceding year. Much attention has been paid to the girls' schools in Calcutta, which affords, as Sir Alfred Croft remarks (paragraph 231), the best field for the promotion of female education, and changes have been made in the system of grants-in-aid and in the standards of examination: but it is too early yet to anticipate results About Rs. 3,000 a month are granted for 6,468 pupils. Mrs. Wheeler, the Inspectress of Schools, examined *in situ* in Calcutta, 52 schools with 4,172 pupils, besides 82 zananas, and out of Calcutta 68 schools with 2,683 pupils, besides two zananas: total 120 schools with 6,859 pupils. Out of 2,946 pupils examined by her, 2,509 passed, or 85 per cent. In Calcutta there were 151 primary girls' schools with 5,932 pupils, against 150 schools and 5,872 pupils last year. In the examinations in the special standards for girls' schools, originally prescribed for Calcutta and the neighbourhood and subsequently extended to Murshidabad, 265 students out of 546 were successful, as compared with 236 out of 276 last year, the examination being stricter and the test somewhat higher. Sir Alfred Croft calls attention to the inconvenience arising from the multiplicity of the standards for examinations and scholarships now in force for girls' schools in different parts of the country. It is to be hoped that the Calcutta standards will be adopted without change, or with such small changes as will be acceptable to school managers in the mufassal. With the provision of girls'

scholarships in all other parts of Bengal to be awarded on the new standards, it is anticipated that female education would make a fresh start.

Education of Europeans.

35. The statistics of European education show a steady increase over a long series of years. The following table for ten years is of interest:—

Year.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.
1	2	3	4	5	6	7	8	9	10	11
Number of pupils	6,389	6,098	6,391	6,541	6,682	6,710	6,829	7,098	7,444	7,777

The number of schools has increased from 67 to 72. There are 146 more boys and 187 more girls under instruction than in 1893. Of the 7,777 children under education, 4,083 were under Roman Catholic management at 27 schools, while 17 Church of England schools afforded education for 1,908 children, the remaining 1,786 belonging to different denominations. The total cost of European education in Bengal rose from Rs. 10,84,680 to Rs. 11,14,962, of which Government paid Rs. 1,82,906. There are 14 aided and 7 unaided high schools, 4 of which are at Darjeeling and the rest in the plains; the number of pupils were 2,191 boys and 1,267 girls, against 2,127 boys and 1,237 girls in 1893. They sent up 38 candidates (10 boys and 28 girls) to the High School examination, of whom 17 passed (3 boys and 14 girls). In the previous year 7 passed out of 18 candidates. For the University Entrance Examination (which is more popular and is considered easier) the number of candidates decreased from 141 (excluding St. Mary's Convent at Chandernagore) to 113, and the number of successful candidates from 114 to 73. The percentage of successful candidates fell from 81·8 to 64·6. The number of middle schools is 36, containing 1,720 boys and 1,897 girls, against 1,688 boys and 1,798 girls in 1892-93: only two of these schools are in the hills. There is one Government school at Kurseong with 103 boys. Twenty-six are aided and 9 unaided schools. Twenty schools competed for the Middle Scholarship Examination, sending up 178 candidates, of whom 126, or 72 per cent., were successful: the numbers in 1893 were less, but the percentage of success, 86·4, was better. There are 16 primary schools, 15 aided and 1 unaided, with 353 boys and 349 girls, against 303 boys and 291 girls in the preceding year. The candidates for primary scholarships were 330 against 249 last year, and the successful ones 265 against 183.

Grants-in-aid rules.

36. The new rules for grants-in-aid proposed by Mr. Bamford were introduced during the year, viz., that all the aided schools in Bengal should receive grants dependent upon the average attendance of scholars instead of upon examination results, and that frequent supervision by the Inspector should supersede the annual examination. An interesting account is furnished in paragraphs 252 and 256 of the working of these rules. They involved no change for the five schools (the Catholic Male Orphanage, St. John's Parochial School, the boys' and girls' schools composing the Free School, and St. Paul's School at Darjeeling) on the special list, which had previously drawn fixed grants and had been examined in 1892-93 on the collective system, the classes as a whole being tested instead of each individual pupil. For the remaining schools more time is required for results to be attained. It is not easy all at once to eradicate the idea that every effort must be concentrated on passing a single examination test, everything that may possibly interfere with the preparation for it being regarded as positively injurious. Under the new system, teachers are expected to work with broader views, and can now afford to work slowly and thoroughly, securing each step before attempting the next. They have, as Mr. Bamford says, "to aim not so much at bringing their pupils to acquire a knowledge of certain particular facts and processes, as at training them to observe carefully whatever comes before them, and to reason about what they see and learn. With this wider purpose added to their work, teachers cannot be expected to cover the same extent of ground as before in all cases, even though in some the more sound teaching quickly

recovers that which was apparently lost at the outset in making a sure foundation." A better classification of pupils has to be adopted, old ideas of promotion have to be abandoned, and the influence of parents to be properly directed, before entirely satisfactory progress can be effected with the new rules.

Muhammadan education.

37. The total number of Muhammadan pupils has varied during recent years as follows: 433,653, 415,428, 448,847, 447,485, and this year stands at 446,130: so that there has been a further loss of 1,355 pupils shared by both public and private institutions: and their ratio to the total number of youths under instruction has fallen from 29·1 to 28·8 per cent. The number of Muhammadans in Bengal being to the entire population as 33 to 100, the total percentage of Muhammadan pupils does not fall much below this ratio; but there is a marked disparity with the rest of the population in the higher branches of the educational system There was an increase in the number of Muhammadan pupils in the arts and professional colleges, in middle vernacular and upper primary schools, in private institutions of an advanced character, and in Koran schools: in all other institutions there was a decline. The Director attributes the net decrease in the number of pupils to the prevailing high prices and distress; and the fall in Tippera alone (7,727), where the floods were severe, more than accounts for the decrease in the numbers in the whole Province. On the other hand, there was an increase of 6,254 pupils in Chittagong, which is credited to the special encouragement given to Muhammadan education by the District Magistrate and Board and the Deputy Inspector. The actual expenditure from the Mohsin Fund exceeded the estimates by Rs. 2,285. The number of Muhammadan candidates successful at the University Examinations for the last five years is shown as follows:—

	1889-90.	1890-91.	1891-92.	1892-93.	1893-94.
1	2	3	4	5	6
Entrance ...	125	110	85	172	134
Firts Arts ...	57	16	47	35	31
Bachelors of Arts ...	21	19	14	23	26
Masters of Arts ...	3	2	2	2	0

The total number of Muhammadans who passed any examination down to the lower primary rose from 3,847 to 4,854. Though there was no Muhammadan M.A. during the year, the proportion at the other University Examinations compared not unfavourably with the number under instruction, and there has been a marked improvement in the numbers passing at the middle and primary examinations. In the general results of the common examination of madrasas for the last two years (for which the papers were set by a Central Board), 162 out of 217 candidates passed this year, as compared with 169 out of 313 last year: the Calcutta, Chittagong, and Tippera Madrasas all did much better. The 1,609 pupils at the seven madrasas under Government management (of which three are maintained from Provincial revenues and the rest from the Mohsin Fund) cost Government Rs. 30,035 out of a total expenditure of Rs. 62,060. At the Calcutta Madrasa, the number of pupils in the Arabic Department declined from 500 to 360 on account of the institution of a test examination for all candidates at the Central Examination of Madrasas, a test which many students wished to avoid, as they are content to learn a certain amount of Arabic, but object to repeated examinations. The athletic club, aided by Government, is compulsory on the boys in the upper classes, and had 214 members. Physical training is also cultivated at the Murshidabad Nawab's Madrasa. Besides the seven principal madrasas, there are a good many institutions bearing the name in different parts of Bengal, intended primarily for the benefit of Muhammadans: but most of them do not attempt to teach Arabic or Persian up to a high standard. Special graduate, senior and junior scholarships have been created of late years for the benefit of Muhammadans desirous of pursuing a collegiate course of instruction, and provision has been made for the award

to Muhammadan pupils of a number of free studentships in middle and high schools under public management. Several District Boards also have taken further steps to promote Muhammadan education. Since the close of the year, also, a report from Dr. Martin, pointing out how far Muhammadans are employed as Deputy and Sub-Inspectors, has been dealt with, and orders issued that their claims should receive full consideration.

Education of aborigines and indigenous education.

38. As has been before explained, in the term aboriginal population are included the Sonthals and Kols, Dhangars, Uraons, Paharias, Indo-Tibetans, Indo-Chinese, Indo-Burmese, besides the tribes on the Assam, Chittagong, and Tippera frontiers. The number of pupils of these aboriginal races under tuition increased from 31,712 to 35,572, an increase of 3,860 pupils, the Christians having advanced by 271, and the non-Christians by 3,589. Of these aborigines 21,026 are returned as under tuition in Chota Nagpur, 3,564 being Christians, and 17,462 non-Christians In the Bhagalpur Division there are 6,197, in Burdwan 3,585, and in the Orissa Tributary Mahals 1,518 pupils of aboriginal races. There was a large increase of 2,737 pupils in Singhbhum, attributed to the abundant harvest in Dalbhum, where numerous Sonthal schools sprang up. The five missions in Chota Nagpur maintained 163 schools against 136 in 1892-93, with 4,729 pupils as against 3,920. The total expenditure on these schools decreased from Rs. 42,063 to Rs. 40,578, while the Government share of it rose from Rs. 9,282 to Rs. 9,338. The elementary schools for the children of labourers employed in the coal mines at and about Giridhi under the wise supervision of Dr. Saise advanced from 21 to 32, and their pupils from 1,072 to 1,500. The aboriginal schools passed two candidates at the Entrance Examination and 460 at the other departmental examinations in the year, as compared with 534 in the previous year.

Indigenous education.

39. The indigenous schools are private institutions which do not conform to any particular departmental standard, but adhere to the indigenous modes of teaching handed down by tradition. The figures for the last five years are as follows:—

	1889-90.	1890-91.	1891-92.	1892-93.	1893-94.
1	2	3	4	5	6
Schools ...	13,867	13,387	13,868	13,473	13,602
Pupils ...	139,603	132,057	139,564	134,989	135,530

Many of these schools will eventually give way to the extending operations of the department, so that the fact that the number of schools and pupils are lower than they were in 1889-90 is rather a matter for congratulation than otherwise. As compared with last year, the schools increased by 129 and the pupils by 541.

Sanskrit.

40. The encouragement recently given to Sanskrit education shows its results in the further increase (after a rise of 102 last year) of 120 Sanskrit tols and 700 pupils over 1892-93. These institutions are now being sought out with great care. In February 1893, new rules were sanctioned by Government for the award of stipends to pupils and teachers, to the amount of Rs. 12,240 a year, on the results of examination in two standards. The total outlay was Rs. 10,629. These examinations are conducted by certain recognised private Associations, and the stipends are awarded on the recommendation of the Principal of the Sanskrit College, to whom the results are submitted.

Endowment of Sanskrit learning.

41. A munificent trust of Rs. 1,60,000, producing an income of Rs. 8,000 a year, was created during the year by the late Babu Bhudeb Mukherjea, C.I.E., for the encouragement of Sanskrit learning. Before the donor died in May last, he was able to award a number of stipends of the value of Rs. 50 each per annum to some of the deserving pundits of the country. It was also proposed in the trust deed that

in the event of failure of the trustees, the Local Government should take possession of the trust fund and carry out the conditions of the trust.

Arabic and Persian.

42. The advanced schools for teaching Arabic or Persian were more numerous by eight, but their pupils were fewer by 134. These schools, generally known as *maktabs*, differ from ordinary Koran schools only in this respect that, in addition to learning the Koran by rote, the pupils read a little Arabic or Persian prose and poetry, and sometimes grammar.

Koran schools.

43. Out of the 5,251 Koran schools, as many as 4,662 exist in the Dacca and Chittagong Divisions. They are comparatively unimportant from an educational point of view, as no secular education is given in most of them. The Assistant Inspector, Chittagong Division, writes: "The Muhammadans think it a respectable thing to keep a *mianji* in their houses, who teaches the children of the family and of their neighbours to learn to say their prayers. These institutions have been kept on in the returns in the hope of their introducing Bengali and arithmetic."

The Cental Text-Book Committee.

44. The late Babu Bhudeb Mukherjea, C.I.E., mentioned in paragraph 41, was also President of the Central Text-Book Committee, and connected with it for nearly 20 years, during which time his great experience, judgment and scholarship afforded valuable aid to its deliberations. He has been succeeded as President of the Committee by the Hon'ble Mr. Justice Guru Das Banerjee, M.A., D.L. Other vacancies on the Committee caused by the death of Nawab Abdul Latif Bahadur, C.I.E., and Rai Bankim Chandra Chatterjee Bhadur, C.I.E., have been suitably filled up. The Committee dealt with 225 books during the year, approving 94 and rejecting 131. The chief work in hand is the revision of the authorised list of books for middle schools. When that is finished, authorized lists of text-books for high and primary schools will be drawn up.

Sir A. Croft's Report.

45. It is impossible to rise from a perusal of this Report without feeling impressed by its remarkable merits, not only on the score of literary skill and grasp of the subject, but also for the marks it bears of wise reflection, large experience, and administrative ability. There is literally no branch of the subject, however small, which Sir Alfred Croft has not illuminated by his penetrating and instructive remarks, and the Lieutenant-Governor commends its perusal to all those who are interested in the growth and direction of public instruction.

Conclusion.

46. The Lieutenant-Governor desires to acknowledge the good work done by Dr. Martin while in charge of the Department of Public Instruction between the dates of Mr. Tawney's retirement and the return from leave of the permanent Director. The thanks of Government are also due to the officers who are favourably mentioned in Chapter II, or elsewhere in the Report.

By order of the Lieutenant-Governor of Bengal,

C. E. BUCKLAND,

Secretary to the Government of Bengal.

No. 585T.—G.

COPY forwarded to the Director of Public Instruction, Bengal, for information and guidance. His special attention is drawn to paragraphs 5, 7, 8, 12, 14, 15, 20, 29, 34 and 36 of the Resolution.

Circular No 5T —G.

COPY forwarded to all Commissioners of Divisions for information and communication to all Magistrates and District Boards. Their special attention is invited to paragraphs 4, 6 and 11 of the Resolution.

No. 586T.—G.

EXTRACT paragraph 31 of the Resolution, and paragraphs 185-88 of the Report, forwarded to the Director of Surveys, Bengal, for information and guidance.

No. 587T.—G.

EXTRACT paragraph 31 of the Resolution, and paragraphs 185-88 of the Report, forwarded to the Director of the Department of Land Records and Agriculture, Bengal, for information and guidance.

No. 588T.—G.

EXTRACT paragraph 30 of the Resolution, with extract paragraphs 182-84 of the Report, forwarded to the Public Works Department of this Government for information.

No. 589T.—G.

COPY, with copy of the Report, forwarded to the Municipal Department for information, with special reference to paragraphs 4, 6, 11, 18 to 20 of the Resolution.

By order of the Lieutenant-Governor of Bengal,

T. W. RICHARDSON,

Under-Secy. to the Govt. of Bengal.

DARJEELING,
The 29th October 1894.

C. E. G.—Reg. No. 5278C—640—9-11-94.